

District School Journal,

FOR THE STATE OF NEW-YORK.

PROMOTE, AS AN OBJECT OF PRIMARY IMPORTANCE, INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE.—Washington.

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[OFFICIAL.]

STATUTES, REGULATIONS AND DECISIONS RELATING TO COMMON SCHOOLS.

APPOINTMENTS OF DEPUTY SUPERINTENDENTS.

It appears by the proper certificates, returned to the office of the Superintendent, that the following appointments have been made to the office of Deputy Superintendent of Common Schools.

PIERPONT POTTER,

Of Jamaica, for the county of Queens;

AUGUSTUS T. HOPKINS,

Of Victor, for Ontario;

O. W. RANDALL,

Of Phoenix, for Oswego;

EZRA SMITH,

For Schoharie;

HENRY E. ROCHESTER,

Of Gates, for Monroe;

M. H. FITTS,

Of Lewiston, for Niagara.

INSTRUCTIONS TO DEPUTY SUPERINTENDENTS.

The object of the Legislature in requiring the appointment of deputy superintendents for the several counties of the State, may be expressed in the terms of the recommendation of that measure—that they should personally visit the schools, give counsel and instruction as to their management, discover errors and suggest the proper remedy, animate the exertions of teachers, trustees and parents, and impart vigor to the whole system. All writers on public education concur in the decided opinion that effectual inspection and supervision are more essential to the proper management of schools, and more indispensable to their improvement than any, or all other agencies combined. This high duty will now devolve chiefly on the deputy superintendents. If they realize its vast importance, and bring to its discharge a firm resolution to regard only the great interests confided to their hands, they will become the honored means of extending and sustaining a cause, on which depend the happiness and prosperity of the people, and the perpetuity of our institutions.

Their duties are so connected with the interests of others, and are so liable at times, to conflict with the opinions and prejudices of those with whom they will associate, that the greatest prudence will be required to prevent unfavorable impressions at the commencement of a system so new and by many but imperfectly understood. The deputies should bear in mind, that their business is chiefly *advisory*; and that no powers whatsoever of decision or control, are conferred, except in relation to the granting of licenses to teachers, and annulling such licenses. With this fact impressed on their minds, they will, of course, avoid every appearance of dictation or arrogance. As their usefulness will depend mainly on the influence they shall be able to exercise upon the officers and teachers of schools, and upon parents and the inhabitants of districts generally, they will endeavor to deserve that influence by their deportment, and studiously to avoid every thing which may impair it. Hence it will be indispensable that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will ex-

pose the office they hold to a vindictive hostility that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partisan management.

The subordination of pupils, the good order of the schools, and the success of the whole system, depend upon the harmonious coöperation of all the officers charged with the performance of duties under it, and upon the maintenance of their authority in the respective spheres of their duty. The teacher must be respected by his scholars; and to insure this, they must be impressed with a conviction of his authority to govern them. The trustees of districts, commissioners and inspectors of towns, are to be sustained, and their authority respected in their appropriate departments, so as to insure the greatest degree of efficiency. Organization, and a central communication, will accomplish much in giving uniformity and regularity to the system: but after all, more is to be done by local efforts, and public sentiment, especially in providing competent teachers and in filling the schools. It should, then, be the great object of the deputy superintendents to encourage and sustain these local efforts,—to guide and enlighten the public opinion,—and to interest parents in those institutions which are so seriously to effect the moral and intellectual character of their offspring.

To attain these purposes, it will be advisable for the deputies to avail themselves of every proper opportunity to deliver familiar addresses in public, upon the importance of our primary schools, the necessity of attention to them, and the means of promoting their success. In their present condition, the points that seem to require the most attention are, *First*, The employment of good teachers; *Second*, The attendance of all the children in the schools during the whole time they are open; and, *Third*, The elevation of the standard of education.

They should impress upon parents, that cheap teachers can not be good teachers, until all the principles of human action are reversed, and until men cease to pursue those employments which render the best returns for their talents and industry. From the employment of good teachers, other results will necessarily follow: particularly a more extended range and a higher degree of instruction. These will, inevitably, fill the schools, by drawing pupils from those private and select establishments which are founded chiefly to supply the deficiencies of the common schools, and which ordinarily operate so much to their injury.

The duties of the deputy superintendents may be arranged under the following general heads:

- I. Visiting the districts, and inspecting the schools:
- II. Advising and counselling with trustees and other officers, and with teachers:
- III. Reports to the Superintendent:
- IV. Licensing teachers, and annulling their certificates:

V. Miscellaneous duties.

I. VISITING THE DISTRICTS & INSPECTING THE SCHOOLS.

The statute makes it the duty of every deputy superintendent "to visit and examine all the schools, and school districts committed to his charge, as often in each year as may be practicable, having reference to the number of such districts." This language is understood to mean that the districts and schools are to be visited as often as their number will permit, and that the time of the deputy superintendent is to be devoted to that employment.

1. The number of organized districts in the State, on the 1st of July, 1840, was 10,769, counting two parts of districts as one district. Deducting 115 in the city of New-York, and dividing the residue by 57, the number of counties then existing exclusive of New-York, gives an average of about 187 districts to each county. In fact but few contain more than 200, while many fall considerably below that number. Allowing 300 working days for the year, it will be perceived that considerable diligence will be required to devote half a day to each of 200 districts, three times in each year. And yet it is obvious that a greater number of visits, and those of longer duration, will be necessary to enable the superintendents to render all the service anticipated from their employment; and it is very certain that the number of visits can not be less than that above specified, without producing injury to the schools, and dissatisfaction in the community. Whenever it may be found practicable, the schools of two or three adjoining districts may be assembled at one house and examined together. While such an arrangement would accommodate the superintendent, it would afford a good opportunity of comparing the progress of the schools, exciting emulation, and improving scholars and teachers.

2. The act requires the superintendents to notify the inspectors of the towns, of the time appointed to visit

the schools, and to invite their attendance. As commissioners are *ex officio* inspectors, they will be included in this invitation and notice. The superintendents will also give notice to the trustees of the districts, of the time when their schools will be visited. To enable them to comply with these provisions they should make a previous arrangement of their visits, in reference to the means of travelling, so as to reach as many districts as possible in the shortest time; and for this purpose they will find it necessary to divide their counties into sections. Having fixed the time for visiting the schools in one or more sections, they should at once give ample notice, by transmitting a copy of their arrangement to the inspectors of the towns embraced within it, and request them to communicate to the trustees of districts information of the time appointed for inspecting their schools, or in some other way give publicity to their plans. It is presumed that publishers of newspapers would cheerfully insert such notices gratuitously. They have ever been found ready to render their assistance to disseminate information calculated to promote the interests of the common schools.

By a regulation contained in a previous part of these instructions, the respective town clerks are required to furnish the superintendents with the names of the commissioners and inspectors of their towns.

The inhabitants of the district, and particularly parents who have children attending the school, should be invited to be present at the inspection by the superintendent: and trustees of districts are hereby required, whenever they receive information of an intended visit, to communicate it as generally as possible, to the inhabitants. Their attendance will afford an opportunity for the public addresses of the superintendents, before suggested.

3. *Examination of the School.*—Preparatory to this, the superintendent should ascertain from the teacher the number of classes, the studies pursued by each, the routine of the school, the successive exercises of each class during each hour of the day, the play spells allowed, &c. and thus obtain a general knowledge of the school, which will be found greatly to facilitate his subsequent duties. Every superintendent is enjoined to call for and examine the list of scholars in the book which the statute requires the teachers to keep, in order that he may see whether the names are correctly and neatly entered. He will also examine the *day roll* and the *weekly roll*, which by the preceding regulations, teachers are directed to preserve, and will ascertain by the proper inquiries, whether they are exact in entering all who are present.

The superintendent will then hear each class recite the ordinary lesson of the day. It will then be examined on the subjects of study. Generally it will be better to allow the teacher to conduct the exercises and examinations, as the pupils will be less likely to be intimidated, and an opportunity will be given of judging of the qualifications of the instructors.

To enable him to compare the school with itself at another time, and with other schools, and to comply with the regulations hereinbefore contained respecting the annual reports, the superintendent should keep notes of his observations, and of the information he obtains on all the subjects on which he is required to report; and he should particularly note any peculiarities which seem to require notice in the mode of instruction, in the government and discipline of the school, and the appearance of the pupils in respect to their cleanliness of person and neatness of apparel.

4. The superintendent will also examine the condition of the school house and its appurtenances; whether the room has the means of ventilation, by lowering an upper sash, or otherwise; whether it is sufficiently tight to protect the children from currents of air, and to keep them warm, in winter; whether there is a supply of good water; the condition of privies, and whether they are provided for both sexes; and the accommodations for physical exercise. Their attention will be given to the arrangements of the school room; whether the seats and desks are placed most conveniently for the pupils and teachers, and particularly whether backs are provided for the seats—a circumstance very important to the comfort and health of the children. They should also inquire, whether black-boards and alphabetical cards or any apparatus to assist learners, are furnished.

The preceding topics of inquiry are suggested, rather as hints of the most important, than intended to embrace the whole field. The judgment and observation of the superintendents will discover many other subjects deserving their attention.

5. The superintendents will also inquire into the condition of the district, in relation to its ability to maintain a school; whether its interests and the convenience of its inhabitants can be promoted by any alterations, without injury to others; and they will suggest whatever occurs to them, to the trustees.

In case of any gross deficiency or inconvenience, which the proper officers refuse or decline to remedy, the superintendents will note it in their annual reports to this department.

6. They will also examine the district library, and obtain the information respecting it, hereinafter required to be stated in their reports.

II. ADVISING AND CONSULTING WITH THE TRUSTEES AND OTHER OFFICERS OF SCHOOL DISTRICTS.

This is made a special duty of the superintendents by the act; they are to advise the trustees and other officers in relation to all their duties; and to recommend to them and the teachers the proper studies, discipline and conduct of the school, the course of instruction to be pursued, and the elementary books to be used. The notes which the superintendents make during their inspection of the school, will much facilitate the discharge of this portion of their duty.

1. In regard to *proper studies*: if they find any important one omitted, or that pupils are hastened on without thoroughly understanding the preliminary or previous branches, they should point out the error and its consequences. For instance, they should urge the absolute necessity of children being thoroughly and frequently exercised in spelling, so that they make no mistakes in any words in common use. Without this it is impossible for them to be good readers. And in the exercise of reading, they should insist on clear and distinct articulation, more than any other quality; and generally the ability of the superintendent is relied upon to detect bad habits in the manner of reciting, erroneous ideas of the subject, and superficial acquirements.

2. The *discipline and conduct* of the school. It can scarcely be necessary to remark on the importance of order and system in the schools, not only to enable the pupils to learn any thing, but to give them those habits of regularity so essential in the formation of character. Punctuality of attendance, as well as its steady continuance should be enforced. Parents should be told how much their children lose, to what inconvenience they expose the teacher, and what disorder they bring upon the whole school, by not insisting upon the scholars being punctually at the school room at the appointed hour; and above all, they should be warned of the injurious consequences of allowing their children to be absent from school during the term. By being indulged in absences, they lose the connexion of their studies, probably fall behind their class, become discouraged, and then seek every pretext to play the truant. The habit of irregularity and insubordination thus acquired, will be apt to mark their character through life. Trustees should be informed that the omission of parents to require the regular and punctual attendance of their children will justify their exclusion, on account of the effect of such irregularity upon the other pupils.

The superintendents should also observe whether the teachers are careful to preserve the respect of their pupils, not only by maintaining their authority, but by a becoming deportment, both in the school room and out of it.

3. With regard to the *course of instruction*, the advice of the superintendents will often be of great value. The usual order has been found by long experience to be the best, viz: the alphabet, spelling, reading and definitions, arithmetic, geography, history and grammar. No child should be put to any study beyond his capacity, or for which he is not already prepared. English grammar particularly, demands so much exercise of the intellect, that it ought to be delayed until the pupil has acquired considerable strength of mind.

4. The *books of elementary instruction*.—It is believed that there are none now in use in our schools that are very defective; and the difference between them is so slight, that the gain to the scholar will not compensate for the heavy expense to the parent, caused by the substitution of new books with every new teacher; and the capriciousness of change which some are apt to indulge on this subject, cannot be too strongly or decidedly resisted. Trustees of districts should look to this matter when they engage teachers.

One consequence of this practice is, the great variety of text books on the same subject, acknowledged by all to be one of the greatest evils which afflicts our schools. It compels the teacher to divide the pupils into as many classes as there are kinds of books, so that the time which might have been devoted to a careful and deliberate hearing of a class of ten or twelve, where all could have improved by the corrections and observations of the instructor, is almost wasted in the hurried recitations of ten or a dozen pupils in separate classes; while in large schools, some must be wholly neglected. Wherever the superintendents find this difficulty existing, they should not fail to point out its injurious consequences, and to urge a remedy by the adoption of uniform text books as speedily as possible. To accomplish this, let the trustees, under the advice of the teacher, inspectors and superintendents, determine what text books shall be used in each study, and require every child thereafter coming to the school to be provided with the designated books. This very desirable uniformity may, perhaps, be facilitated by exchanges between different districts, of the books that do not correspond with those in general use, for such as do. For instance, in one school the great majority of spelling books may be those of Webster, with some of Marshall's, while the latter may predominate in

another district, in which there are also several of Webster's. In such cases, an exchange of the differing books between the two would obviously be mutually beneficial. The superintendents might assist in the execution of such an arrangement, by noting the proportions of the various books in the different schools.

5. The *erection of School Houses*.—The statute has enjoined upon the superintendents particular attention to this subject. Whenever they learn that the building of a school house is contemplated, they should advise with the trustees respecting its plan. He must be a superficial observer, who has not perceived how much the health of pupils, the order and discipline of a school, and the convenience of the teacher, depend upon the arrangements of the school room. This is not the place to state the best models. Information upon that point, collected with great care from Europe and America, has already been given, and will continue to be furnished in the District School Journal. Whenever repairs are about to be made to school houses, the superintendence should avail themselves of the occasion to recommend such improvement as may be desirable.

6. In their consultations with trustees and teachers, the superintendents should be especially careful to communicate their suggestions in a kind and friendly spirit, as the most likely means of success, and as the only mode of preserving those harmonious relations, which are essential to their own happiness as well as usefulness; and whenever they observe any thing in the mode of instruction, in the government or discipline of the school, or in any other point, which, in their judgment, requires correction, they will make it a point to intimate their views to the teacher in *private*, and never on any occasion, suffer themselves to find fault with him in the presence of his pupils. Children cannot discriminate, and they will feel themselves at liberty to blame, when the example has been set by others. The authority of the teacher should be preserved entire while he remains. If his conduct is worthy of public censure, he should be at once dismissed, rather than be retained to become an object of the contempt of his scholars.

III. REPORTS TO THE SUPERINTENDENT.

1. The *time when they are to be made*.—By § 38, of the act of 1841, (No. 173,) the deputy superintendents are required annually to make reports to the Superintendent, at such times as shall be appointed by him. The commissioners of common schools are required to file their reports with the county clerk, on or before the first day of August in each year. The law made it the duty of the county clerks to transmit certified copies of all such reports to the Superintendent by the first day of October in every year. This duty is now to be performed by the deputy superintendents, who, for that purpose, are to have access to the reports filed in the clerk's offices without charge. Although the time thus fixed for transmitting the reports to the Superintendent is longer than is necessary, in many counties, yet for the purpose of giving ample opportunity to render the returns full and accurate, the same time is hereby appointed for the deputy superintendents to make their reports; but it is required that they shall be made and deposited in the post-office in season to reach the office of the Secretary of State by the first day of October in each year. This is essential to enable the superintendent to prepare his annual report to the legislature, for presentation at the proper period.

2. Their contents.—The reports are required by the statute to be the same as those now made by county clerks, with such additional information as the Superintendent shall require. They will contain:

1. A statement of the whole number of towns and cities in the county, distinguishing those from which the necessary reports have been made, and those from which none have been received:

2. A true and accurate copy of all the reports filed with the county clerk during the year, or since the preceding annual report, by the commissioners of common schools of the several towns, certified by the deputy superintendents respectively, to have been compared by them with the originals in the office of the clerk of the county, and to be true and accurate transcripts of the whole of the said originals. To facilitate the performance of this duty, printed copies of the blanks furnished to the commissioners, will be transmitted to the county clerks or deputy superintendents.

3. An abstract of the above reports, arranged according to the towns, in which the results are carried out in proper columns, in the manner in which they are presented in table A. in the appendix to the annual report of the Superintendent to the Legislature. This is required in order that the deputies may see whether the footings in the reports of the commissioners are correct; and if any errors are discovered to have them corrected. The several columns are to be footed, so as to exhibit an abstract of the reports for the whole county. In this abstract the deputies are required to state particularly the whole number of organized districts in the county, and where any of them consists of parts taken from adjoining counties, they will specify them, and state the counties from which taken; and they will also specify the respective towns from parts of which the other joint districts are composed, so that the exact number of districts in the county shall be ascertained and reported.

4. The deputies will also report the number of district schools visited by them during the year, and the number of times each school has been so visited, specifying the number when they were accompanied by the

town inspectors or any of them. They will state the condition of the schools under the following heads:

(1.) *Teachers*. The number of males and their ages, viz: the number under 18 years of age; those over 18 and under 21; over 21 and under 25; over 25 and under 30; over 30 and under 40; over 40 and under 50; and over 50. The number of females and their ages in the same manner. The length of time those of different sexes have taught school, viz: the number of males who have taught less than one year; the number who have taught one and less than two; two years and less than four; four years and less than six; more than six years; and the same in respect to females. They will also state the monthly compensation of teachers, specifying how many receive the different sums that may be found to be paid; thus, the number receiving \$8.00 per month; the number receiving \$10.00, &c. and arranging them according to the sex of the teachers. They will ascertain from the teachers respectively the different portions of time they have kept any one school, and will communicate the result in a table, showing how many teachers have kept the same school one year, two years, three years, four years, five years, more than five and less than ten, and more than ten years.

(2.) *The course and extent of study pursued*. Under this head the report will state the following particulars:

Number of pupils in attendance at each time of visitation.

Number of classes in the school.

Number of pupils learning the alphabet.

do	do	to spell, without being able to read.
do	do	to define words.
do	studying arithmetic, but not beyond simple division.	
do	beyond simple division.	
do	studying geography.	
do	History of the U. States.	
do	other history.	
do	grammar.	
do	use of globes.	
do	engaged in other studies, specifying them and the number pursuing each study.	

(3.) They are to report the result of their observations;

1st. In relation to the qualifications of the teachers generally.

2d. In relation to the mode of teaching adopted in the schools.

3d. In relation to their government and discipline. And they will notice gross irregularities or imperfections.

5. *Condition of the School Houses*. The deputies will state the number built of stone, those of brick, of wood framed, and of logs; also the number having but one room; those having two rooms in which schools are kept, and those having three or more rooms; the number in good repair, and the number in a bad or decaying condition. They will also state the number which have no privies, those which have one, and those which have two or more.

6. *Condition of the district*.—Any information which may be obtained under the inquiries already suggested, and which may be deemed useful, or in respect to which any beneficial action of this department can be had, will be stated in the report.

7. *The state of the district libraries*.—The deputies are required to examine the library of each district, and ascertain the whole number of books purchased, and on hand, and their condition; and the average number in circulation, i. e. the proportion usually kept out. They will state in their reports, the whole number of books in all the district libraries in the county, and the average of circulation, obtained from the averages of each district. They will state generally, the condition of the books, as far as seen by them, and the degree of care and attention apparently bestowed in their preservation by the trustees and librarian. If they discover any improper books in the libraries, they should suggest to the trustees their removal; and if they find them continued, notwithstanding, they will report the facts to this department.

8. They will also report the whole number of persons, to whom they have given certificates of qualification as teachers, during the year, specifying their sexes and ages, viz: those under 18—those over 18, and under 21—over 21 and under 25—over 25 and under 30—over 30 and under 40—over 40 and under 50—and those over 50.

9. It will be perceived that trustees of school districts are required to state in their reports the number of select schools, other than those that are incorporated, within their respective districts, and the average number of pupils attending them. There are such schools in cities and villages, as in Utica, Schenectady, Poughkeepsie and other places, which are not within any school district. As the information desired has a very important bearing upon the common school system, the deputy superintendents are required to ascertain the number of such schools and pupils taught in them during the year, which are kept in such cities and villages and are not included in any school districts, and state them in their annual reports. They will be careful not to embrace any that are contained in the reports of the trustees; and to insure accuracy, they will specify the city or village in which the select schools are established. Those that are incorporated will be included in the reports to the Regents of the University.

IV. THE LICENSING OF TEACHERS AND ANNULLING THEIR CERTIFICATES.

1. Examining and licensing teachers.—This authority, it will be perceived, is given by sub. 2 of § 36, of the act of 1841, (No. 171.) It being very desirable that all the teachers should be licensed by the deputy-superintendents, so as to secure the competent talent and knowledge, and to produce uniformity in a county; and to afford every reasonable accommodation to those desiring to offer themselves, they should make their arrangements to examine applicants for licenses in the different towns of their county, during their visitations in such towns. For this purpose, they should appoint a particular day and place in each town, and when the town is very large, in different sections of it, when they will be in readiness to examine teachers. Public notice of such appointment should be given. It is probable that this will bring together several applicants, and thus diminish the labors of the superintendent: particularly as a license by him will obviate the necessity of yearly examinations: as well as prevent the necessity of a re-examination during the year. In making such examinations, they should confine themselves to the subjects specified in the statute in relation to inspectors, § 46, (No. 57,) and should ascertain the qualifications of the candidates in respect, *first*, to moral character; *second*, learning; and *third*, ability.

First.—They should require testimonials of *moral characters*, from those acquainted with the applicant, which should be either verbal or written, and the latter is to be preferred. This is not a matter to be neglected or slighted. Those to whom the training of our youth is to be committed, should possess such a character as will inspire confidence in the rectitude of their principles and the propriety of their conduct: and it is to be understood as a positive regulation of this department, that no licence is to be granted, without entire satisfaction on this point. This must be understood to relate to *moral character*—to the reputation of the applicants as good citizens, free from the reproach of crime or immoral conduct. It does not extend to their *belief*, religious or political; but it may apply to their manner of expressing such belief or maintaining it. If that manner is, in itself, boisterous and disorderly, intemperate and offensive, it may well be supposed to indicate ungoverned passions, or want of sound principles of conduct, which would render its possessor obnoxious to the inhabitants of the district, and unfit for the sacred duties of a teacher of youth, we should instruct as well by example as by precept.

Second.—As to the *learning* of the applicants. It should appear from their examination that they are good spellers, distinct and accurate readers, write good and plain hands, can make pens, and are well versed,

1st. In the definition of words:

- 2d. In arithmetic, at least as far as the double rule of three:
- 3d. In geography, as far as contained in any works in ordinary use:
- 4th. In the history of the United States, of England, and of Europe generally:
- 5th. In the principles of English grammar: and,
- 6th. In the use of globes.

If they are found well acquainted with the other branches, a more slight knowledge of the 4th, 5th and 6th heads as above enumerated, may be excused.

As female teachers will not be employed to conduct the education of pupils far advanced, and as their mode of instruction is believed to be better adapted to the infant mind, the same degree of knowledge of geography and English grammar need not be required of them, that is exacted of males.

Third.—The *ability* of the applicants to teach. Mere learning, without the capacity to impart it, would be of no use. The deputies should satisfy themselves, by general inquiries, and particularly by a thorough examination of the applicants respectively, of their qualifications in this respect, of their tact in dealing with children, and especially of their possessing the unwearied patience, and invariable good nature, so necessary to constitute useful teachers of youth.

Having satisfied themselves on these several points, the deputy superintendents will grant certificates of qualification, in the following form:

Form of certificate of qualification to be granted by Deputy Superintendents.

To ALL TO WHOM THESE PRESENTS SHALL COME: Be it known, That I, _____ Deputy Superintendent of Common Schools for the county of _____ having examined A. B. and having ascertained his qualifications in respect to moral character, learning and ability to instruct a Common School, Do HEREBY CERTIFY, that he is duly qualified for that service, and accordingly he is hereby LICENSED to teach Common Schools, in any town and district of the said county, until this certificate shall be annulled according to law.

Given under my hand, this _____ day of _____ in the year one thousand eight hundred and forty.

Deputy Superintendent.

It is conceived that § 93 (No. 142,) applies only to the certificates of qualification therein specified, viz. those granted by the inspectors of common schools for the town; and that, while such certificates are valid only for one year from their date, those granted by the deputy superintendents, not being thus restricted and limited by law, have full force and effect until they are revoked or annulled by competent authority.

2. Annulling certificates of teachers.

This can be done only by a deputy superintendent, with the consent of any two inspectors of the town: and this power extends to all certificates, whether granted by him or by the town inspectors. But a license granted by him, can be annulled only by him, with the concurrence, as before mentioned, of two of the town inspectors.

Previous notice should be given to the teacher of the allegations against him, when it is proposed to annul his certificate, particularly when the alleged ground is deficiency of moral character; and he should have full opportunity afforded him for defence. The deputy superintendent may, at any time, examine any person holding a certificate, to ascertain his qualifications with respect to learning and ability: and a refusal to submit to such examination, would be, in itself, sufficient evidence of incompetency, to justify the annulling of his certificate.

The form of the instrument annulling the certificate, may be as follows:

Form of instrument annulling a certificate.

To all to whom these presents may come, Whereas, on or about the _____ day of _____ 1844, a certificate of qualification to teach Common Schools, was granted to A. B. by the [town] Inspectors of the town of _____ in the county of _____] or [by the Deputy Superintendent of Common Schools of the said county of _____] And whereas, on due examination and inquiring by the Deputy Superintendent of the said county of _____ and two of the town Inspectors of the town of _____ the said A. B. has been found deficient and unqualified to teach Common Schools; Know ye therefore, that we, the said Deputy Superintendent and town Inspectors, do hereby annul and declare void the said certificate of qualification so given to the said A. B.

In witness whereof, we have hereunto set our hands, this _____ day of _____ 1844

Dept. Sup't.

{ Inspectors.

A duplicate of this instrument should be served on the person whose certificate is annulled, although it will be valid without such service. It is not necessary to give notice of it to the trustees of the district where he may be employed, to render it effectual; but such notice should promptly be given, to prevent the loss by the district, of its portion of the public moneys, which would ensue from the employment of a teacher not holding a license.

The deputy superintendents are required at the expiration of every three months to state, in a separate report to this department, the names of all persons whose certificates of qualification have been annulled, by them with the cause of such proceeding. In cases where it may be proper, such reports will be published in the District School Journal.

The deputies are also required to keep a register of the names of all persons to whom they grant certificates of qualification, with the date of such certificate, and the town in which it was given; and also of the names of all persons whose certificates are annulled by them, with the date of the act and the general reasons therefor.

Their proceedings in relation to the granting or annulling of certificates are subject to appeal to the superintendent, by any person deeming himself aggrieved.

V. MISCELLANEOUS DUTIES.

1. Deputy superintendents are undoubtedly within the class of public officers required by the constitution to take the oath of office. This oath should be filed with the county clerk previous to the performance of any duty.

2. Upon being duly qualified, the respective deputies are directed to announce the fact to this department, stating their places of residence, and the post-offices to which communications intended for them should be addressed. They will also state the most practicable mode of transmitting to them any books or packages.

3. It is recommended to the deputies to assemble the teachers of neighboring districts, as often as may be, at convenient places, that they may communicate with him and each other, on the best modes of promoting the success of their schools. By comparing their views respecting the manner of teaching, the government of schools, and the various topics of practical duty, they will eventually derive much benefit. Indeed there is no subject on which more light may be thrown than on that of primary education, by full and free discussion; not for the purpose of maintaining preconceived opinions, but with the honest desire of improving by the experience and observation of others. And if permanent associations of teachers can be formed in each county, or where the county is large in different portions of it, they will not only promote the usefulness of the members, but will produce those feelings of reciprocal kindness and good will, which should belong to a profession of such importance, and enable them to preserve and increase the public respect and confidence by the salutary restraint they may exercise over each other, and by the means they will thus possess of excluding unworthy associates. The regular and steady increase in the rate of wages paid to teachers, proves that their profession is advancing in public estimation. The unnatural augmentation of the numbers of those who have heretofore devoted themselves to other professions, particularly that of the law, has produced the usual ef-

fect of a redundancy; and many of the best educated young men in our State are now turning their attention to the business of instruction, as the pursuit of their lives. In this state of things more depends on the teachers themselves, than on any other cause, to elevate the character of their profession, and with it, the standard of education, and thus expand to the utmost extent the blessings of our schools.

4. The deputy superintendents should make themselves familiar with the laws concerning common schools, the regulations of the Superintendent, and his decisions and instructions in explanation of them, which will be furnished to each deputy. They will find this knowledge equally indispensable to the performance of their own duties, and to enable them to impart the information and furnish the advice for which they will be constantly solicited, and which is, indeed, one principal object of their appointment.

5. Where there are two deputies appointed for the same county, they should meet and apportion to each other the towns which are to be under the peculiar jurisdiction of each; and they should abstain from all interference with the powers and duties of each other, as carefully as if they were appointed for separate counties. A violation of this regulation will be sure to be followed by contentions and difficulties the most disastrous. Yet they should frequently meet so as to produce, as far as possible, harmony of design and concert of action. The reports from each will necessarily relate to his own division of the county. It would be desirable, however, that they should unite in a joint report, whenever it may be practicable, but it is not insisted upon.

6. It is earnestly recommended to the deputies of neighboring counties to meet as often as their duties will permit, to compare their observations, to assist in the formation of plans by which the modes of instruction and government in schools may be improved, and their own duties simplified and facilitated; and to promote, by all the means in their power, the success of the great and beneficent system entrusted to their hands. Any suggestions from the deputies to the Superintendent, in respect to any existing defects or any improvements, will be gladly received and respectfully considered; and if they are the results of consultation among any respectable number of deputies, they will, of course, be entitled to still greater consideration.

Communications from them which may be deemed interesting to the public, will be handed to the editor of the District School Journal for insertion in that paper. It is presumed that notices of visits, or of the time of licensing teachers, or of meetings of teachers, in those counties where no newspapers are published, will be cheerfully inserted in the District School Journal, as well as any notices for meetings of deputy superintendents.

7. The departments organized by the Regents of the University in several academies in different parts of the State, for the training of teachers of common schools, are intimately connected with the operations of the system of elementary instruction. In those counties where such departments are established, the deputy superintendents are directed to visit them at least twice in each year, ascertain the number of pupils taught, their progress and the course of instruction. Copies of the instructions issued for the government of those departments will be furnished to the deputy superintendents, to whom this regulation relates; and it will be their duty to ascertain how far they are observed. Those deputies will make special reports on the subjects respecting which they are herein directed to make inquiries, by the last day of December in each year.

8. The compensation of the deputy superintendents is provided for by § 39 of the act of 1841, (No. 174.) They should make out an account of the number of days "necessarily spent in the discharge of their duties," which should be verified in the manner required by the board of supervisors, which is usually by oath. The board is then to audit and certify the whole amount to be paid. Upon producing to the county treasurer a certified copy of the resolution of the board, he is to pay one equal moiety out of the moneys in his hands for the contingent charges of the county. Another copy of the resolution of the board, certified by the chairman and clerk, should then be procured. To this should be attached an order signed by the deputy drawing it, to the Treasurer of the State, directing the payment of the remaining moiety, the amount of which should be specified, to some person to be designated therein. The person in whose favor the order is drawn will present it to the Comptroller, with the certified copy of the resolution, and that officer will draw his warrant on the Treasurer, who will pay the amount, on the receipt of the person presenting the order.

The question has already been submitted to this department, whether the employment of the deputy from 9 A. M. to 12 at noon, would be reckoned a day; and the answer given was, that such a portion of time could not be considered a day, but that the usual number of hours employed in public or private business ought to be required. This is, however, properly a question for the determination of the board of supervisors, by whom the accounts of the deputies are to be audited and allowed.

It is believed that under the provision allowing compensation "for the days necessarily spent in the discharge of their duties," the superintendents will have a right to charge for the time employed by them in visiting the schools and districts, in licensing teachers,

In case of any gross deficiency or inconvenience, which the proper officers refuse or decline to remedy, the superintendents will note it in their annual reports to this department.

6. They will also examine the district library, and obtain the information respecting it, hereinafter required to be stated in their reports.

II. ADVISING AND CONSULTING WITH THE TRUSTEES AND OTHER OFFICERS OF SCHOOL DISTRICTS.

This is made a special duty of the superintendents by the act; they are to advise the trustees and other officers in relation to all their duties; and to recommend to them and the teachers the proper studies, discipline and conduct of the school, the course of instruction to be pursued, and the elementary books to be used. The notes which the superintendents make during their inspection of the school, will much facilitate the discharge of this portion of their duty.

1. In regard to *proper studies*: if they find any important one omitted, or that pupils are hastened on without thoroughly understanding the preliminary or previous branches, they should point out the error and its consequences. For instance, they should urge the absolute necessity of children being thoroughly and frequently exercised in spelling, so that they make no mistakes in any words in common use. Without this it is impossible for them to be good readers. And in the exercise of reading, they should insist on clear and distinct articulation, more than any other quality; and generally the ability of the superintendent is relied upon to detect bad habits in the manner of reciting, erroneous ideas of the subject, and superficial requirements.

2. The *discipline and conduct* of the school. It can scarcely be necessary to remark on the importance of order and system in the schools, not only to enable the pupils to learn any thing, but to give them those habits of regularity so essential in the formation of character. Punctuality of attendance, as well as its steady continuance should be enforced. Parents should be told how much their children lose, to what inconvenience they expose the teacher, and what disorder they bring upon the whole school, by not insisting upon the scholars being punctually at the school room at the appointed hour; and above all, they should be warned of the injurious consequences of allowing their children to be absent from school during the term. By being indulged in absences, they lose the connexion of their studies, probably fall behind their class, become discouraged, and then seek every pretext to play the truant. The habit of irregularity and insubordination thus acquired, will be apt to mark their character through life. Trustees should be informed that the omission of parents to require the regular and punctual attendance of their children will justify their exclusion, on account of the effect of such irregularity upon the other pupils.

The superintendents should also observe whether the teachers are careful to preserve the respect of their pupils, not only by maintaining their authority, but by a becoming deportment, both in the school room and out of it.

3. With regard to the *course of instruction*, the advice of the superintendents will often be of great value. The usual order has been found by long experience to be the best, viz: the alphabet, spelling, reading and definitions, arithmetic, geography, history and grammar. No child should be put to any study beyond his capacity, or for which he is not already prepared. English grammar particularly, demands so much exercise of the intellect, that it ought to be delayed until the pupil has acquired considerable strength of mind.

4. *The books of elementary instruction*.—It is believed that there are none now in use in our schools that are very defective; and the difference between them is so slight, that the gain to the scholar will not compensate for the heavy expense to the parent, caused by the substitution of new books with every new teacher; and the capriciousness of change which some are apt to indulge on this subject, cannot be too strongly or decidedly resisted. Trustees of districts should look to this matter when they engage teachers.

One consequence of this practice is, the great variety of text books on the same subject, acknowledged by all to be one of the greatest evils which afflicts our schools. It compels the teacher to divide the pupils into as many classes as there are kinds of books, so that the time which might have been devoted to a careful and deliberate hearing of a class of ten or twelve, where all could have improved by the corrections and observations of the instructor, is almost wasted in the hurried recitations of ten or a dozen pupils in separate classes; while in large schools, some must be wholly neglected. Wherever the superintendents find this difficulty existing, they should not fail to point out its injurious consequences, and to urge a remedy by the adoption of uniform text books as speedily as possible. To accomplish this, let the trustees, under the advice of the teacher, inspectors and superintendents, determine what text books shall be used in each study, and require every child thereafter coming to the school to be provided with the designated books. This very desirable uniformity may, perhaps, be facilitated by exchanges between different districts, of the books that do not correspond with those in general use, for such as do. For instance, in one school the great majority of spelling books may be those of Webster, with some of Marshall's, while the latter may predominate in

another district, in which there are also several of Webster's. In such cases, an exchange of the differing books between the two would obviously be mutually beneficial. The superintendents might assist in the execution of such an arrangement, by noting the proportions of the various books in the different schools.

5. *The erection of School Houses*.—The statute has enjoined upon the superintendents particular attention to this subject. Whenever they learn that the building of a school house is contemplated, they should advise with the trustees respecting its plan. He must be a superficial observer, who has not perceived how much the health of pupils, the order and discipline of a school, and the convenience of the teacher, depend upon the arrangements of the school room. This is not the place to state the best models. Information upon that point, collected with great care from Europe and America, has already been given, and will continue to be furnished in the District School Journal. Whenever repairs are about to be made to school houses, the superintendence should avail themselves of the occasion to recommend such improvement as may be desirable.

6. In their consultations with trustees and teachers, the superintendents should be especially careful to communicate their suggestions in a kind and friendly spirit, as the most likely means of success, and as the only mode of preserving those harmonious relations, which are essential to their own happiness as well as usefulness; and whenever they observe any thing in the mode of instruction, in the government or discipline of the school, or in any other point, which, in their judgment, requires correction, they will make it a point to intimate their views to the teacher in private, and never on any occasion, suffer themselves to find fault with him in the presence of his pupils. Children cannot discriminate, and they will feel themselves at liberty to blame, when the example has been set by others. The authority of the teacher should be preserved entire while he remains. If his conduct is worthy of public censure, he should be at once dismissed, rather than be retained to become an object of the contempt of his scholars.

III. REPORTS TO THE SUPERINTENDENT.

1. *The time when they are to be made*.—By § 38, of the act of 1841, (No. 173,) the deputy superintendents are required annually to make reports to the Superintendent, at such times as shall be appointed by him. The commissioners of common schools are required to file their reports with the county clerk, on or before the first day of August in each year. The law made it the duty of the county clerks to transmit certified copies of all such reports to the Superintendent by the first day of October in every year. This duty is now to be performed by the deputy superintendents, who, for that purpose, are to have access to the reports filed in the clerk's offices without charge. Although the time thus fixed for transmitting the reports to the Superintendent is longer than is necessary, in many counties, yet for the purpose of giving ample opportunity to render the returns full and accurate, the same time is hereby appointed for the deputy superintendents to make their reports; but it is required that they shall be made and deposited in the post-office in season to reach the office of the Secretary of State by the first day of October in each year. This is essential to enable the superintendent to prepare his annual report to the legislature, for presentation at the proper period.

2. *Their contents*.—The reports are required by the statute to be the same as those now made by county clerks, with such additional information as the Superintendent shall require. They will contain:

1. A statement of the whole number of towns and cities in the county, distinguishing those from which the necessary reports have been made, and those from which none have been received:

2. A true and accurate copy of all the reports filed with the county clerk during the year, or since the preceding annual report, by the commissioners of common schools of the several towns, certified by the deputy superintendents respectively, to have been compared by them with the originals in the office of the clerk of the county, and to be true and accurate transcripts of the whole of the said originals. To facilitate the performance of this duty, printed copies of the blanks furnished to the commissioners, will be transmitted to the county clerks or deputy superintendents.

3. An abstract of the above reports, arranged according to the towns, in which the results are carried out in proper columns, in the manner in which they are presented in table A. in the appendix to the annual report of the Superintendent to the Legislature. This is required in order that the deputies may see whether the footings in the reports of the commissioners are correct; and if any errors are discovered to have them corrected. The several columns are to be footed, so as to exhibit an abstract of the reports for the whole county. In this abstract the deputies are required to state particularly the whole number of organized districts in the county, and where any of them consists of parts taken from adjoining counties, they will specify them, and state the counties from which taken; and they will also specify the respective towns from parts of which the other joint districts are composed, so that the exact number of districts in the county shall be ascertained and reported.

4. The deputies will also report the number of district schools visited by them during the year, and the number of times each school has been so visited, specifying the number when they were accompanied by the

town inspectors or any of them. They will state the condition of the schools under the following heads:

(1.) *Teachers*. The number of males and their ages, viz: the number under 18 years of age; those over 18 and under 21; over 21 and under 25; over 25 and under 30; over 30 and under 40; over 40 and under 50; and over 50. The number of females and their ages in the same manner. The length of time those of different sexes have taught school, viz: the number of males who have taught less than one year; the number who have taught one and less than two; two years and less than four; four years and less than six; more than six years; and the same in respect to females. They will also state the monthly compensation of teachers, specifying how many receive the different sums that may be found to be paid; thus, the number receiving \$8.00 per month; the number receiving \$10.00, &c. and arranging them according to the sex of the teachers. They will ascertain from the teachers respectively the different portions of time they have kept any one school, and will communicate the result in a table, showing how many teachers have kept the same school one year, two years, three years, four years, five years, more than five and less than ten, and more than ten years.

(2.) *The course and extent of study pursued*. Under this head the report will state the following particulars:

Number of pupils in attendance at each time of visitation.

Number of classes in the school.

Number of pupils learning the alphabet.

do	do	to spell, without being able to read.
do	do	to read.
do	do	to define words.
do	studying arithmetic, but not beyond simple division.	
do	beyond simple division.	
do	studying geography.	
do	do History of the U. States.	
do	do other history.	
do	do grammar.	
do	do use of globes.	
do	engaged in other studies, specifying them and the number pursuing each study.	

(3.) They are to report the result of their observations:

1st. In relation to the qualifications of the teachers generally.

2d. In relation to the mode of teaching adopted in the schools.

3d. In relation to their government and discipline. And they will notice gross irregularities or imperfections.

5. *Condition of the School Houses*. The deputies will state the number built of stone, those of brick, of wood framed, and of logs; also the number having but one room; those having two rooms in which schools are kept, and those having three or more rooms; the number in good repair, and the number in a bad or decaying condition. They will also state the number which have no privies, those which have one, and those which have two or more.

6. *Condition of the district*.—Any information which may be obtained under the inquiries already suggested, and which may be deemed useful, or in respect to which any beneficial action of this department can be had, will be stated in the report.

7. *The state of the district libraries*.—The deputies are required to examine the library of each district, and ascertain the whole number of books purchased, and on hand, and their condition; and the average number in circulation, i. e. the proportion usually kept out. They will state in their reports, the whole number of books in all the district libraries in the county, and the average of circulation, obtained from the averages of each district. They will state generally, the condition of the books, as far as seen by them, and the degree of care and attention apparently bestowed in their preservation by the trustees and librarian. If they discover any improper books in the libraries, they should suggest to the trustees their removal; and if they find them continued, notwithstanding, they will report the facts to this department.

8. They will also report the whole number of persons, to whom they have given certificates of qualification as teachers, during the year, specifying their sexes and ages, viz: those under 18—those over 18 and under 21—over 21 and under 25—over 25 and under 30—over 30 and under 40—over 40 and under 50—and those over 50.

9. It will be perceived that trustees of school districts are required to state in their reports the number of select schools, other than those that are incorporated, within their respective districts, and the average number of pupils attending them. There are such schools in cities and villages, as in Utica, Schenectady, Poughkeepsie and other places, which are not within any school district. As the information desired has a very important bearing upon the common school system, the deputy superintendents are required to ascertain the number of such schools and pupils taught in them during the year, which are kept in such cities and villages and are not included in any school districts, and state them in their annual reports. They will be careful not to embrace any that are contained in the reports of the trustees; and to insure accuracy, they will specify the city or village in which the select schools are established. Those that are incorporated will be included in the reports to the Regents of the University.

IV. THE LICENSING OF TEACHERS AND ANNULING THEIR CERTIFICATES.

1. Examining and licensing teachers.—This authority, it will be perceived, is given by sub. 2 of § 36, of the act of 1841, (No. 171.) It being very desirable that all the teachers should be licensed by the deputy-superintendents, so as to secure the competent talent and knowledge, and to produce uniformity in a county; and to afford every reasonable accommodation to those desiring to offer themselves, they should make their arrangements to examine applicants for licenses in the different towns of their county, during their visitations in such towns. For this purpose, they should appoint a particular day and place in each town, and when the town is very large, in different sections of it, when they will be in readiness to examine teachers. Public notice of such appointment should be given. It is probable that this will bring together several applicants, and thus diminish the labors of the superintendent: particularly as a license by him will obviate the necessity of yearly examinations: as well as prevent the necessity of a re-examination during the year. In making such examinations, they should confine themselves to the subjects specified in the statute in relation to inspectors, § 46, (No. 57;) and should ascertain the qualifications of the candidates in respect, *first*, to moral character; *second*, learning; and *third*, ability.

First.—They should require testimonials of moral characters, from those acquainted with the applicant, which should be either verbal or written, and the latter is to be preferred. This is not a matter to be neglected or slighted. Those to whom the training of our youth is to be committed, should possess such a character as will inspire confidence in the rectitude of their principles and the propriety of their conduct: and it is to be understood as a positive regulation of this department, that no licence is to be granted, without entire satisfaction on this point. This must be understood to relate to moral character—to the reputation of the applicants as good citizens, free from the reproach of crime or immoral conduct. It does not extend to their belief, religious or political; but it may apply to their manner of expressing such belief or maintaining it. If that manner is, in itself, boisterous and disorderly, intemperate and offensive, it may well be supposed to indicate ungoverned passions, or want of sound principles of conduct, which would render its possessor obnoxious to the inhabitants of the district, and unfit for the sacred duties of a teacher of youth, we should instruct as well by example as by precept.

Second.—As to the learning of the applicants. It should appear from their examination that they are good spellers, distinct and accurate readers, write good and plain hands, can make pens, and are well versed,

1st. In the definition of words:

- 2d. In arithmetic, at least as far as the double rule of three:
- 3d. In geography, as far as contained in any works in ordinary use:
- 4th. In the history of the United States, of England, and of Europe generally:
- 5th. In the principles of English grammar: and,
- 6th. In the use of globes.

If they are found well acquainted with the other branches, a more slight knowledge of the 4th, 5th and 6th heads as above enumerated, may be excused.

As female teachers will not be employed to conduct the education of pupils far advanced, and as their mode of instruction is believed to be better adapted to the infant mind, the same degree of knowledge of geography and English grammar need not be required of them, that is exacted of males.

Third.—The ability of the applicants to teach. Mere learning, without the capacity to impart it, would be of no use. The deputies should satisfy themselves, by general inquiries, and particularly by a thorough examination of the applicants respectively, of their qualifications in this respect, of their tact in dealing with children, and especially of their possessing the unwearied patience, and invariable good nature, so necessary to constitute useful teachers of youth.

Having satisfied themselves on these several points, the deputy superintendents will grant certificates of qualification, in the following form:

Form of certificate of qualification to be granted by Deputy Superintendents.

TO ALL TO WHOM THESE PRESENTS SHALL COME: BE IT KNOWN, That I, _____ Deputy Superintendent of Common Schools for the county of _____ having examined A. B. and having ascertained his qualifications in respect to moral character, learning and ability to instruct a Common School, DO HEREBY CERTIFY, that he is duly qualified for that service, and accordingly he is hereby LICENSED to teach Common Schools, in any town and district of the said county, until this certificate shall be annulled according to law.

Given under my hand, this _____ day of _____ in the year one thousand eight hundred and forty _____

Deputy Superintendent.

It is conceived that § 93 (No. 142,) applies only to the certificates of qualification therein specified, viz. those granted by the inspectors of common schools for the town; and that, while such certificates are valid only for one year from their date, those granted by the deputy superintendents, not being thus restricted and limited by law, have full force and effect until they are revoked or annulled by competent authority.

2. Annulling certificates of teachers.

1. This can be done only by a deputy superintendent, with the consent of any two inspectors of the town: and this power extends to all certificates, whether granted by him or by the town inspectors. But a license granted by him, can be annulled only by him, with the concurrence, as before mentioned, of two of the town inspectors.

2. Previous notice should be given to the teacher of the allegations against him, when it is proposed to annul his certificate, particularly when the alleged ground is deficiency of moral character; and he should have full opportunity afforded him for defence. The deputy superintendent may, at any time, examine any person holding a certificate, to ascertain his qualifications with respect to learning and ability: and a refusal to submit to such examination, would be, in itself, sufficient evidence of incompetency, to justify the annulling his certificate.

3. The form of the instrument annulling the certificate, may be as follows:

Form of instrument annulling a certificate.

To all to whom these presents may come, Whereas, on or about the _____ day of _____ 184_____, a certificate of qualification to teach Common Schools, was granted to A. B. by the [town] Inspectors of the town of _____ in the county of _____] or [by the Deputy Superintendent of Common Schools of the said county of _____] And whereas, on due examination and inquiring by the Deputy Superintendent of the said county of _____ and two of the town Inspectors of the town of _____ the said A. B. has been found deficient and unqualified to teach Common Schools; Know ye therefore, that we, the said Deputy Superintendent and town Inspectors, do hereby annual and declare void the said certificate of qualification so given to the said A. B.

In witness whereof, we have hereunto set our hands, this _____ day of _____ 184

Dept. Sup't.

{ Inspectors.

4. A duplicate of this instrument should be served on the person whose certificate is annulled, although it will be valid without such service. It is not necessary to give notice of it to the trustees of the district where he may be employed, to render it effectual; but such notice should promptly be given, to prevent the loss by the district, of its portion of the public moneys, which would ensue from the employment of a teacher not holding a license.

5. The deputy superintendents are required at the expiration of every three months to state, in a separate report to this department, the names of all persons whose certificates of qualification have been annulled, by them with the cause of such proceeding. In cases where it may be proper, such reports will be published in the District School Journal.

6. The deputies are also required to keep a register of the names of all persons to whom they grant certificates of qualification, with the date of such certificate, and the town in which it was given; and also of the names of all persons whose certificates are annulled by them, with the date of the act and the general reasons therefor.

Their proceedings in relation to the granting or annulling of certificates are subject to appeal to the superintendent, by any person deeming himself aggrieved.

V. MISCELLANEOUS DUTIES.

1. Deputy superintendents are undoubtedly within the class of public officers required by the constitution to take the oath of office. This oath should be filed with the county clerk previous to the performance of any duty.

2. Upon being duly qualified, the respective deputies are directed to announce the fact to this department, stating their places of residence, and the post-offices to which communications intended for them should be addressed. They will also state the most practicable mode of transmitting to them any books or packages.

3. It is recommended to the deputies to assemble the teachers of neighboring districts, as often as may be, at convenient places, that they may communicate with him and each other, on the best modes of promoting the success of their schools. By comparing their views respecting the manner of teaching, the government of schools, and the various topics of practical duty, they will eventually derive much benefit. Indeed there is no subject on which more light may be thrown than on that of primary education, by full and free discussion; not for the purpose of maintaining preconceived opinions, but with the honest desire of improving by the experience and observation of others. And if permanent associations of teachers can be formed in each county, or where the county is large in different portions of it, they will not only promote the usefulness of the members, but will produce those feelings of reciprocal kindness and good will, which should belong to a profession of such importance, and enable them to preserve and increase the public respect and confidence by the salutary restraint they may exercise over each other, and by the means they will thus possess of excluding unworthy associates. The regular and steady increase in the rate of wages paid to teachers, proves that their profession is advancing in public estimation. The unnatural augmentation of the numbers of those who have heretofore devoted themselves to other professions, particularly that of the law, has produced the usual ef-

fect of a redundancy; and many of the best educated young men in our State are now turning their attention to the business of instruction, as the pursuit of their lives. In this state of things more depends on the teachers themselves, than on any other cause, to elevate the character of their profession, and with it, the standard of education, and thus expand to the utmost extent the blessings of our schools.

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Communications from them which may be deemed interesting to the public, will be handed to the editor of the District School Journal for insertion in that paper. It is presumed that notices of visits, or of the time of licensing teachers, or of meetings of teachers, in those counties where no newspapers are published, will be cheerfully inserted in the District School Journal, as well as any notices for meetings of deputy superintendents.

7. The departments organized by the Regents of the University in several academies in different parts of the State, for the training of teachers of common schools, are intimately connected with the operations of the system of elementary instruction. In those counties where such departments are established, the deputy superintendents are directed to visit them at least twice in each year, ascertain the number of pupils taught, their progress and the course of instruction. Copies of the instructions issued for the government of those departments will be furnished to the deputy superintendents, to whom this regulation relates; and it will be their duty to ascertain how far they are observed. Those deputies will make special reports on the subjects respecting which they are herein directed to make inquiries, by the last day of December in each year.

8. The compensation of the deputy superintendents is provided for by § 39 of the act of 1841, (No. 174.) They should make out an account of the number of days "necessarily spent in the discharge of their duties," which should be verified in the manner required by the board of supervisors, which is usually by oath. The board is then to audit and certify the whole amount to be paid. Upon producing to the county treasurer a certified copy of the resolution of the board, he is to pay one equal moiety out of the moneys in his hands for the contingent charges of the county. Another copy of the resolution of the board, certified by the chairman and clerk, should then be procured. To this should be attached an order signed by the deputy drawing it, to the Treasurer of the State, directing the payment of the remaining moiety, the amount of which should be specified, to some person to be designated therein. The person in whose favor the order is drawn will present it to the Comptroller, with the certified copy of the resolution, and that officer will draw his warrant on the Treasurer, who will pay the amount, on the receipt of the person presenting the order.

The question has already been submitted to this department, whether the employment of the deputy from 9 A. M. to 12 at noon, would be reckoned a day; and the answer given was, that such a portion of time could not be considered a day, but that the usual number of hours employed in public or private business ought to be required. This is, however, properly a question for the determination of the board of supervisors, by whom the accounts of the deputies are to be audited and allowed.

It is believed that under the provision allowing compensation "for the days necessarily spent in the discharge of their duties," the superintendents will have a right to charge for the time employed by them in visiting the schools and districts, in licensing teachers,

in annulling their certificates, in collecting the materials for their reports, in visiting the academies in which departments are established for the instruction of teachers, in preparing the reports required of them, and copying those made by the commissioners of towns.

As the pay of the deputy superintendents can not exceed \$500 in each year, which will only cover 250 days, and as in the counties generally, more than that number of days will be required for inspections and preparing reports, there will be little occasion for very minute inquiries respecting the services entitled to compensation.

9. County Visitors. The authority to appoint these visitors given by the act of 1839, (No. 3,) remains in full force, and the gentlemen heretofore selected retain the powers conferred by their appointment and the statute. Although the same exigency for their services does not exist, yet they can still be eminently useful in awakening public attention and concentrating public opinion on the subject of primary education, by co-operating with the deputy superintendents. They are therefore to be encouraged and assisted in any efforts they may make to visit the schools and improve their condition. The deputy superintendents will find them efficient and able auxiliaries.

CONCLUSION.

A review of the several heads of these instructions will impress the deputy superintendents with the extent, variety and importance of the duties they have assumed. They will perceive that their stations will not be sinecures; and that upon the faithful and conscientious discharge of their obligations will depend the success or failure of what is believed to be the greatest improvement in our system of common school instruction that has been made since its establishment.

It can scarcely be necessary to say that they are invited to communicate freely with this department; and that all the aid, in its power will be cheerfully rendered to facilitate the performance of duties, to which the hopes and expectations of the friends of education are so anxiously directed, and from which so much is expected.

JOHN C. SPENCER,
Superintendent of Common Schools.

SECRETARY'S OFFICE, ALBANY,
October 1, 1841.

DUTIES OF COMMISSIONERS AND INSPECTORS IN THE INSPECTION OF SCHOOLS AND LICENSING OF TEACHERS.

The commissioners are by law inspectors of the common schools of their town, and are entitled to the daily compensation provided by law, for their services as such. The performance of their duties as inspectors, particularly in visiting the schools, is indispensable to the proper and faithful execution of their powers as commissioners, as they can thus become acquainted with the actual condition of the districts and their schools, and be enabled to determine on the propriety of any alterations necessary to improve them; nor should this duty be relaxed in consequence of the appointment of county superintendents. The local information which their situation enable them to give, and the benefits they will derive from the suggestions of the county superintendents will much facilitate the labors of each and render them more useful.

It is to be hoped, however, that other and higher considerations will prompt to an effectual discharge of a duty on which the success of the system so depends. The law obviously requires that each inspector shall visit *each school*, at least once in each year. To facilitate the performance of this duty and to insure the greatest number of visitations, it is suggested that the three commissioners and two inspectors divide themselves into sections, and that each section visit the schools at least twice in each year, at such times as they shall fix, so that each school will be visited six times, and each officer will have visited every school twice. As many of their visitation as can be should be made with the county superintendent.

JOHN C. SPENCER, *Sup't Common Schools.*

DISTRICT LIBRARIES.

By a late regulation of the Superintendent, the time for retaining books drawn from the several District Libraries, is extended from fourteen to twenty days.

Trustees will bear in mind that the imposition of fines for injury to books, or for any violation of the Library Regulations, is in a great measure, *discretionary*; and that the powers given to them in this respect, should be exercised only in those cases where serious injury has been done to the books, or where culpable negligence appears. The institution of District Libraries was designed for the benefit and improvement of the inhabitants of the several school districts; and although strict regulations are indispensably necessary to the preservation of the books, and the permanence of the system, there can be no necessity or propriety in a harsh and indiscriminate enforcement of those regulations, where ordinary pains have been taken to fulfil the intention of the law. The full benefits of the library will be best secured, by the exercise of a sound and liberal discretion on the part of the trustees, in all cases where such a discretion will not conflict with their imperative obligation to preserve the property of the district, as far as possible uninjured.

SAMUEL S. RANDALL,
Acting Superintendent.

Nov. 1, 1841.

DISTRICT SCHOOL JOURNAL.

FRANCIS DWIGHT, EDITOR.

ALBANY, NOVEMBER 1, 1841.

We have the pleasure of laying before our readers, in our present number, the "Instructions" of the late Superintendent of Common Schools, for the guidance of the several Deputy Superintendents, appointed under the law of the last session. They will be found judicious, comprehensive and explicit; and we earnestly commend their attentive perusal to all who feel an interest in the advancement and elevation of our admirable system of common schools. The creation of the office of County Superintendent, may be regarded as the most essential feature of that improvement in the system which it was the object of the legislature to effect; and if the powers and duties conferred and imposed upon those who may be called upon to discharge its responsible functions, are clearly understood and faithfully performed, there can be no doubt of triumphant success. It is, however, not less important, that those powers and duties should be familiar to the inhabitants and officers of the respective districts, than that they should be rightly comprehended, and intelligently discharged in carrying that legislation into effect, by the Superintendents. The efficient and hearty co-operation of public sentiment is indispensable to the accomplishment of those great and beneficial results, which the agency of this new class of officers was intended to subserve. With this view, would it not be well for the several boards of supervisors, upon whom the appointment of these officers devolves, to adopt a series of resolutions declaratory as well of the duties imposed in general terms by law upon the Deputy Superintendents, as of those which are expected at their hands, in the supervision, improvement and faithful inspection of the common schools within their jurisdiction? An intelligent friend, a member of the board of supervisors of Oneida county, in a letter to the department observes, that "an expression, by the board of supervisors, by resolution or otherwise, setting forth the material duties to be performed by the deputies appointed by them, will be more likely, in my judgment, to insure a healthful action by those officers, and a more entire conformity to the views of the department, and the intention of the legislature, than any other mode which could be devised. The acts of the boards of supervisors are of greater notoriety in the county, than instruction communicated to the deputies individually; and any departure therefrom, or gross neglect of duty would be more promptly corrected; and as the benefit resulting to community from the wisdom of the late act, depend materially upon the *talent, energy and perseverance* with which those duties are discharged, I have ventured to make this suggestion." The suggestion is a valuable one; and we respectfully and earnestly commend its adoption to the boards of supervisors generally. No more efficient mode could be devised of ensuring a wide publicity to the provisions of the new act in this respect; and at the same time, of diffusing accurate information, as to the specific duties devolving upon the several county superintendents.

Our readers are, doubtless, already aware of the transfer of Mr. SPENCER to the national cabinet, as Secretary of War; and of his consequent resignation of the office of Secretary of State and Superintendent of common schools of this state. This event, however flattering to that distinguished statesman, and advantageous to the councils of the nation, deprives the common schools of our state of the influence and services of a most devoted, able and indefatigable officer. It is no disparagement to those who have preceded him in this department, to say, that no individual has more earnestly and zealously labored to promote the advancement and elevation of the common school system, in all its diversified branches; and that none have succeeded in introducing into its administration a greater degree of efficiency and usefulness. To his suggestion mainly, are the schools indebted, for whatever of permanent and substantial value has been given to the system, by the legislation of the past three years; and whatever

may be the result of the plan now in progress for the improvement of the system, the comprehensive aim and enlightened views of the late head of the department, will be universally conceded and appreciated.

For the present, and until the vacancy occasioned by the resignation of the superintendent is supplied by the executive or the legislature, all communications intended for the department may be addressed to the General Deputy, S. S. Randall. It may be proper also to state, for the information of inhabitants and officers of school districts generally, that the postage on official letters to and from the superintendent, is defrayed by the state.

[For the District School Journal.]

IMPROVEMENT OF POPULAR EDUCATION.

BY C. H. FORBES.

Mr. DWIGHT—In continuation of the remarks presented in the last number of the Journal, I would observe that the improvement desired and anticipated by the friends of education, in the methods of instruction, and in the general results of physical, moral and intellectual culture, is in my judgment, the work of no sudden accessions of knowledge, nor of any novel discovery in the art of teaching, but must be the gradual, though necessary consequence of the reception of clear and just views in society, with regard to the nature and condition of man, and the purposes of life, and a correct appreciation of the benefits which education is capable of conferring. As a part of the machinery of social action, education must be influenced by the general causes which operate upon society, advancing or retarding civilization—awakening men's minds to the perceptions of truth, or clouding them with opinions which a vicious organization of society has introduced, and which are so interwoven with the fabrics of social order as to be essential to its preservation.

Nor is it the perfection of any partial system of education which will meet the views or satisfy the wishes of those who value education as a process for the promotion of truth, happiness and civilization throughout the entire community—a system which shall present merely an object of luxury to the rich, still leaving the great mass to suffer under the evils of ignorance. To such a system we may perhaps, readily attain, but it would be only valuable, in a national point of view, as a partial experiment in aid of a plan which should include every member of society within its scope. Education with reference to its more comprehensive objects must be directed to the mass, and must be founded upon the broadest considerations of the circumstances of the individual and of society. The consummation of these objects are no doubt remote, but fortunately, it is not complete success—it is not even a certain degree of progress which is necessary to enable us to reap the benefits of education. That benefit is just in proportion to our actual progress, however inconsiderable that progress may be, so that we may continually realize the reward of our exertions and still look forward to future benefits, as an incentive to vigilance and energy in approximating towards our main design. However erroneous and imperfect our systems of education may be, yet in so far as they serve to disseminate actual knowledge and tend to inculcate a love of order, and to strengthen, refine, and elevate the faculties and affections, and furnish examples of the advantages of education, to this extent are they serviceable to the community, and such systems must continue to prevail encumbered with greater or less imperfections until the views of society shall have become clear and harmonious, through much experience and reflection, and the course of events shall permit a reduction of the impediments, physical and moral, to the adoption of such measures as are already perceived to be essential to general education.

To the attainment, therefore, of clear and accurate ideas through a full and minute discussion of the various topics connected with education, and the collection, arrangement and generalization of the results of actual experience, we must still continue to direct our immediate attention, convinced that although society may not yet be ripe for the conception and adoption of a uniform and universal system of education, still no effort of ours will be lost, but will go in aid of a work which can only be accomplished by the consent of many minds, and perhaps in many generations, and when we look upon the effect which partial and progressive systems of general education have produced upon society and individual character in Scotland, Germany, New-England and our own State, we cannot fail to be struck with the evidences of a potent and permanent source of national improvement. We perceive in reference to these communities that the tendency of education has been to elevate their respective masses above a servile and mendicant spirit on the one hand, and an unreflecting ferocity on the other, and to inculcate a respect for truth, justice and benevolence. It has opened their eyes to a sense of the blessings of industry and good order, the advantages and pleasures of knowledge and the value of personal, social and political rights.

But it is not intended by these views to intimate that education has kept pace with the progress of society,

and is as far advanced as the condition of general knowledge and civilization would warrant us in expecting; on the contrary, we have to look back with regret upon the omission of means and measures, which might long since have brought forward education as one of the most prominent subjects of national attention, ascertained its bearing upon social order and individual happiness, and upon the development and economy of wealth and labor, devised efficient plans for securing its benefits to each member of the community, and carried out the practical details of an uniform system of instruction based upon the best interests of man. We have to deplore the apathy which consigns the higher efforts of education to private care, and permits crude and heterogeneous systems and absurd excrescences, still to encumber and distract the general actions of society. The needless waste of the time and mind of millions of our fellow-men,—the gross fatuity which ignorance entails upon a people—the wretched exhibitions of pauperism, insanity and crime—the sacrifice of liberty, justice and truth to the necessities of temporary experience—the conflicts of opinion which the rack, the bayonet, the pulpit and the press have failed to reconcile, present a spectacle in the history of the world which should long since have aroused us to inquiry and to action. That inquiry would have shown us that these evils flow, not alone from density of population and physical circumstances, but in a great degree from causes removable by knowledge and instruction, and a minute attention to the conditions of individuals.

Before, however, the minds of men can be prepared to agree in the adoption of an uniform and rational system of education, they must be convinced, not by the mere assent to opinions which seem reasonable, but by their own actual perception of the want of such a system. They must see and feel existing imperfections, as well as the means of reformation. They must be so far familiar with the mental and bodily economy, the working of the faculties and the nature of knowledge as to be able to estimate the effect of the various processes of instruction, and to separate the idea of education from false associations by which it is beset. They should perceive that instruction does not consist in the mere inculcation of opinions, nor in transferring to the memory recorded facts under a dubious expectation of future utility, but in the actual invigoration and improvement of the several faculties and capacities of thought, feeling, expression and action in the individual, an increased power of conferring happiness on others and of usefulness and self-government. They should understand that efficient education cannot be merely an episode or incident of childhood and youth with which the ordinary business of life and maturer years have no connection, but a course of discipline and instructions which should absorb by its influence the whole current of thought, feeling, and action, tending, yet without any encroachment on the freedom of the mind, to develop and cultivate the entire man through the whole progress of life. This consent or conviction of the general mind, though not in itself sufficient to secure the highest benefits of education to every individual, is nevertheless the primary requisite, and not until it shall have been attained need we expect to combat successfully with difficulties of a graver character.

In the mean time it behoves us to cherish the system of public instruction which we have, as one of the best extant, and as one, which, from its independent action, is at all times susceptible of modification and improvement, differing in this respect from the European systems of education, which are all more or less shackled by partisan or sectarian influence. Our obvious policy in advancing the cause of education lies in a close and steady attention to the subject, the gradual introduction of such improvements as may be brought to our notice by enlightened inquiry, and tested by actual trial—the attainment of distinct views of the design and capacity of education, by becoming better acquainted with the human constitution and its relation to the physical and moral world,—improved methods in the classification of knowledge,—an intelligent co-operation throughout the community to the objects in view—an uniform organization and supervision of the public school, and the collection and diffusion of information and opinion on educational topics through a general official channel. We must also direct our attention to the prevention and abatement of pauperism, which has hitherto been one of the most serious obstacles in the way of popular education; and the remedy for this, when accompanied with disease, will be found, not in the erection of poor-houses, in eleemosynary associations, or in private alms; but in the useful training of youth, in recognizing and defining individual responsibility and right, and in observing more closely than we have hitherto done, the causes in political economy, which influence the balance of supply and demand.

New-York, October, 1841.

ENGLISH SCHOOLS.

REPORT OF A VISIT TO THE BOROUGH ROAD SCHOOL, BY HERMAN COATES.

The school room is a long square, capable of containing more than 500 boys; at one end of it is a raised platform, and the centre of the room is occupied by desks and benches. The walls are hung with reading lessons, maps and drawings; and semicircles of which the walls form the chord, are drawn at small distances

from each other along both the longer sides of the room. Round these semicircles, divisions,—or, as they are termed, drafts,—containing eight children each, were placed; learning some to read, others to spell words varying from four letters to as many syllables. A monitor, selected on account of his attainments and temper from a higher class, presides over each draft; and through this monitor the greater part of the information which the children receive is conveyed. The monitors, like the under masters and ushers in other schools, seemed to differ in merit. Some of the youngest obviously went faster than the slowest of their little scholars, and assumed that to be understood which did not appear to the writer to have been so; some of their definitions, too, were insufficient; but all maintained their authority; all showed a perfect command of temper; and by far the greater part a surprising facility of illustration, and of associating to the subject immediately under discussion others connected with it.

The process for teaching spelling is for the monitor to point out a word on the board and to spell it, showing each letter as he names it; he spells it again, and the class repeat the letters after him; he calls on various children to point out the letters composing the word, then he explains his meaning, and the class repeat his definition; afterwards he gives all the information that occurs to him relating to the word, putting his instruction as much as possible in the form of interrogatory.

The following are some of the words which the writer heard, or pointed out, as he went from draft to draft.
Farthing? a coin, the fourth of a penny. How many are there in three halfpence? What is it made of? What is copper? What kingdom does it belong to in nature? How many kingdoms are there? Where do metals come from? Spell *mine*. *Soap*? a greasy substance. What is it used for? This definition was obviously inadequate, and the writer wished to see whether it prevailed throughout the school; a boy in a higher class defined soap to be a mixture of alkali and grease.

The writer selected a class of boys, none of whom were more than nine years old. These he himself examined upon the words which occurred in the lessons before them. The monitor of this class was ten years old; he had been two years in the school, and was a boy of great intelligence. The writer singled out particular boys to answer each question; but was often frustrated by the eagerness with which all the class pressed forward to answer. *Parable*? a story. Are all stories parables? No; it is a story in which one thing is compared to another—especially things earthly to things heavenly. Mention three or four parables. The sower; the prodigal son; the unjust steward; the rich man and Lazarus. *Miracle*? Something beyond human power. Mention some. Who wrought them? The Prophets, our Saviour, and his Apostles. Did they all do so in like manner? (The monitor asked this question.) No; Christ wrought miracles of his own power; the Apostles, through the power of Christ. What makes you think so? Our Saviour said, "Arise! take up thy bed and walk," the Apostles said, "In the name of Jesus of Nazareth, I, &c." *Mediator*? One who is placed between. An instance? Our Saviour. Between whom did he mediate? God and man. Why? Because man had sinned against God. What is a sin? 1st. answer.—Doing that which hurts others. 2nd.—Doing that which God has forbidden. Mention sins. Lying, stealing. Why is lying a sin? 1st answer.—Because nobody will know when you tell the truth. 2nd.—Because it leads others wrong. 3rd.—Because God has forbidden it. Where? "Thou shalt not bear false witness against thy neighbor." "Lie not one with another," &c. Then followed a similar examination about theft, which elicited the history of the ten commandments. The writer then put to the class some simple questions upon arithmetic; for instance:—If eight slates cost 8d. each, how much would they all cost? If each cost 8*½*d? These were answered correctly.

A boy, eleven years and a half old, had been drawing an air-pump; the writer sent him away, and selected three others, one eight years and a half, the other two ten years old, to explain it. Mr. Crossley examined them. They analysed the whole; showed the position of those parts which the drawing could not represent, explained the nature of the lever used, the form described by the handle, the use of the cog-wheel, and the reason for the form and strength of the receiver. The boy who had drawn the pump, drew, at the writer's request, without a ruler, a perpendicular line one foot long; he then divided it in half; a foot rule proved the line to be perfectly straight, to be eleven and a half inches long, and to be divided precisely in half. Boys were drawing the curves shown in the section of a cornice, and in the bases of pillars. One was drawing a diagram in optics; and a class of seven boys was busy upon a drawing of a plant in flower. The class was examined by their monitor; the writer selecting the boys who should answer the questions. They analysed the whole plant, explaining the uses of every part, from the root to the pollen; they analysed and explained the Greek and Latin technical words,—such as monopetalous, polyandrous, bifoliate; and they traced the progress of vegetation from the bud to the seed, and so on to the flower again. They showed, too, the analogy between a tree and a plant.

Having thus made himself fully acquainted with the ordinary operations of the school, the writer was desir-

ous to learn what was the quantity of information really obtained by boys who have been sufficiently long in the school to be a fair test of the system. For this purpose, he was allowed to have in a separate room about fifty boys, of at least two years' standing; from these he selected twelve of the eldest, and sent them away; the rest he examined. Sometimes Mr. Crossley was present, and two monitors were constantly in the room; but no one interfered, excepting at the request of the writer, who selected the order of the subjects, and the boys to answer.

About twenty of the boys read two chapters from the Scriptures, each taking two verses; they read clearly, slowly, without a tone, and with peculiarly good emphasis; with the exception of three boys whose pronunciation was free from the peculiarities of Londoners; the aspirate was properly observed, and the i not prolonged. They underwent a very short examination as to the meaning of the words—e. g. *Hypocrites*—those who seem to be virtuous and are not. *Alms*—Money given for charity. Must alms be money? No; clothes, instruction, advice, may be alms. *Patience*—Enduring a long time—suffering without murmuring. *Charity*—Kindness, good will towards men. They answered, too, concerning the nature and history of the Scriptures—e. g. the Pentateuch, the Prophecies, the Gospels, the Acts.

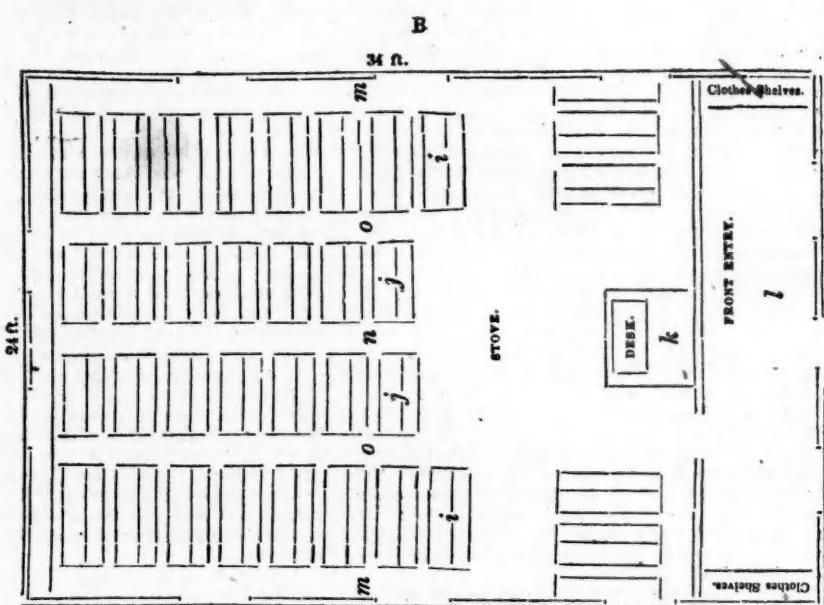
In the mean time, a boy had drawn a pump upon a black board, and questions were put to the class, which they answered correctly. The writer made a note of the following questions, which, at the risk of being wearisome, he enumerates, in order to show the fullness and accuracy of the knowledge imparted to these children. What are the principal mechanical powers? What is a lever? What is the meaning of inflexible? How many levers are there? Give instances of them. What may a screw be resolved into? How do you ascertain the power of an inclined plane? Make a diagram to illustrate this. Then the pump was accurately described; the reason was given why water rises in a vacuum; hence arose a description of the barometer. The pump was converted into a forcing pump; its mode of action was described, and instances given of its application. A syphon was also drawn and explained, and its applications instanced.

How many square yards are there in a field 376 yards wide, by 432 yards along? This question was answered without a slate by many boys far sooner than the writer could work it on paper. What is the cube of 376,432? this was answered in less than a minute; and when the writer expressed his admiration of this and similar feats of mental arithmetic, other boys in the school were mentioned to him, (as indeed had been the case in other subjects,) whose proficiency was still more surprising; these, however, he declined to examine, conceiving that he had already taken the fairest method of testing the value of the methods used in the school.

Four boys drew maps of Asia Minor, and many pointed out by what was on the map, and by dots supplied what was not, the course taken by St. Paul in his journeys. The boys enumerated all the countries they would have to traverse in travelling round the globe, westward from Alexandria. They were then directed to a map of England without names. They pointed out the principal sea-ports, and answered the following questions:—Where is Flintshire? How is it surrounded? Where is Manchester? What is it famous for? Where Berwick? Where York? What great battles were fought in Yorkshire? (This question was put by a monitor.) The answer was—Towton, York, Marston Moor. When and between whom was each of these fought? Here some confusion arose in the boys' minds, which was unravelled by their being asked, who was Margaret of Anjou? They then explained the origin and result of the wars of the Roses, and of the great Rebellion, and fixed the dates of both. They were then asked, and some answered correctly, the following questions:—Who was William the Conqueror? The date of the battle of Hastings? Who succeeded him? Who was Queen Elizabeth? Whose daughter was she? Who succeeded Henry VIII? Why did not Queen Elizabeth? What happened in Henry VIII's time? Why did James II. abdicate? In the answer to both these questions, the word "Popery" was used. Who was the Duke of Marlborough? In whose reign did he live? What good did his battles do? After a little deliberation the boy answered with a considerable naïveté, "None that I know of, sir." Where did Nelson die? When? Where is Trafalgar? Whom did Napoleon Bonaparte succeed? Here the boys naturally enough were at fault.

How many Greek orders of architecture are there? Mention the parts of a column.

It will be observed that this examination comprises reading, drawing, arithmetic, mechanics, geography, history, botany, morals, religion; and it proves, to the perfect satisfaction of the writer, that the things taught at the Borough Road School are numerous; that they are immediately useful to the boys in the station of life to which they are destined, and are well qualified to raise them from that station to a higher; it proves, too, that the subjects are thoroughly and efficiently taught, well understood, and singularly well retained. All this is done, not only without corporeal punishment, but apparently without any punishment, certainly without harshness. The boys flock about the master, and were uniformly cheerful, open, and respectful in their demeanor.—See Pub. Cent. Soc'y.

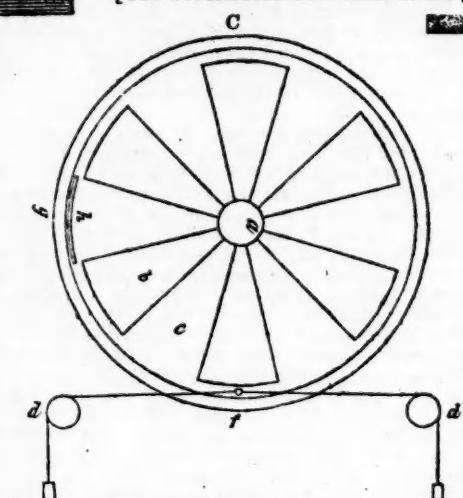


PLAN OF A SCHOOL-HOUSE IN MONTPELIER, (Vt.)

[The Ground Plan and Ventilator are good—the building we cannot recommend.—*Ed. D. S. J.*]

MR. BARNARD—Dear Sir—The ground plan, marked B, gives a view, first of the entry, marked 1, with shelves or press at each end, and next of the school room, with its arrangement of seats, aisles, &c. The two outer rows of seats, marked *i i*, for the larger scholars, are 4 feet long, 15 inches high, with back, or desk part for the next rear seat, 2 feet 5 inches high. The two inner rows, marked *j j*, for smaller scholars, are 3½ feet long, 11 inches high, back, formed as in the other, 2 feet high. The outer or wall aisles, *m m*, are 18 inches wide; those between the greater and smaller seats, *o o*, 22 inches; and the centre aisle, *n*, 2 feet wide. The teacher's desk, *k*, with bell-rope descending within reach, is near the wall against the centre aisle, having a small tier of large long seats on each side, and leaving an ample clear space between seats and desk, in which stands the stove, whose pipe rises nearly to the ceiling, turns and runs over the middle aisle nearly to the end, when it is turned up into a brick flue resting on the beams above, and passing out the roof like an ordinary chimney. The floor, which is double, heavy and very tight, is an entire level. The seats are of birch, or other hard seasoned wood, smoothly planed and varnished.

The ventilator, C, placed in a hole 2 feet in diameter cut through the ceiling into the attic story, and taking the place of common centre pieces, is formed of two circular zinc plates fastened together by a rivet in the



centre. From both of these plates are cut triangular gores, *b c*, whose truncated apexes rest on the inner circle, *a*, enclosing the pivot, and their bases on a periphery, or outer, unbroken circle, *g*, 14 inch wide.

One of these, the upper plate, is made fast in the cased aperture in the ceiling; the other and lower plate turns on the pivot before named, being confined or held up at the edge by a narrow circular rim, riveted on to the circumference of the immovable plate, and thus forming an intermediate groove for the movable one to turn or play back and forth in. In this way, all the gores or spaces cut out of the upper plate are covered by the spaces between the gores or spaces not cut out of the lower or moveable plate, and by turning the latter the width of one of these gores, all the open spaces in both plates are brought to correspond; leaving these gores or triangular holes, equaling in surface nearly half the ventilator, open from the room below to the large attic vacuum above, into which the foul, light air, instantly rushes. *d d* are pulleys fastened to the ceiling; *e e* weights descending low enough to be reached by the hand; *f* a brass knob, to which the cord is fastened; and *h* a slot or circular mortice cut in the periphery, with a rivet at one end to prevent the lower plate from turning more than the width of one gore. Thus, by pulling on one weight, you open the ventilator, and on the other you shut it. The ventilator may be opened and shut more simply, of course, by a knob fixed into the turning plate and reached by the hand from a seat or chair, but not so conveniently.

Yours respectfully,
D. P. THOMPSON.

THE TEACHER'S FIRST DAY IN SCHOOL.

1. It will be well for the young teacher to take opportunity, between the time of his engaging his school and that of his commencing it,—to acquire as much information in respect to it, beforehand, as possible,—so as to be somewhat acquainted with the scene of his labors before entering upon it. Ascertain the names and the characters of the principal families in the district, their ideas and wishes in respect to the government of the school, the kind of management adopted by one or two of the last teachers, the difficulties they fell into, the nature of the complaints made against them, if any, and the families with whom difficulty has usually arisen. This information must of course be obtained in private conversation; a good deal of it must be, from its very nature, highly confidential; but it is very important that the teacher should be possessed of it. He will necessarily become possessed of it by degrees, in the course of his administration, when, however, it may be too late to be of any service to him. But by judicious and proper efforts to acquire it beforehand, he will enter upon the discharge of his duties with great advantage. It is like a navigator's becoming acquainted beforehand with the nature and the dangers of the sea over which he is about to sail.

Such inquiries as these will, in ordinary cases, bring to the teacher's knowledge, in most districts of our country, some cases of peculiarly troublesome scholars, or unreasonable and complaining parents,—and stories of their unjustifiable conduct on former occasions, will come to him, exaggerated by the jealousy of rival neighbors. There is danger that his resentment may be roused a little, and that his mind will assume a hostile attitude at once towards such individuals; so that he will enter upon his work rather with a desire to seek a collision with them,—or at least with secret feelings of defiance towards them,—feelings which will lead to that kind of unbending perpendicularity in his demeanor towards them, which will almost inevitably lead to a collision. Now this is wrong. There is indeed a point where firm resistance to unreasonable demands becomes a duty. But as a general principle it is most unquestionably true, that it is the teacher's duty to ac-

commodate himself to the character and expectations of his employers, not to face and brave them. Those italicized words may be understood to mean something which would be entirely wrong; but in the sense in which I mean to use them, there can be no question that they indicate the proper path for one employed by others to do work for them, in all cases, to pursue. If, therefore, the teacher finds by his inquiries into the state of his district, that there are some peculiar difficulties and dangers there, let him not cherish a disposition to face and resist them, but to avoid them. Let him go with an intention to soothe rather than to irritate feelings which have been wounded before,—to comply with the wishes of all so far as he can, even if they are not entirely reasonable,—and while he endeavors to elevate the standard and correct the opinions prevailing among his employers, by any means in his power, to aim at doing it gently, and in a tone and manner suitable to the relation he sustains;—in a word, let him skilfully avoid the dangers of his navigation, not obstinately run his ship against a rock on purpose, on the ground that the rock has no business to be there.

This is the spirit with which these preliminary inquiries, in regard to the patrons of the school, ought to be made. We come now to a second point.

2. It will assist the young teacher very much in his first day's labors, if he takes measures for seeing and conversing with some of the older or more intelligent scholars, on the day or evening before he begins his school, with a view of obtaining from them some acquaintance with the internal arrangements and customs of the school. The object of this is to obtain the same kind of information with respect to the district, under the former head. He may call upon a few families, especially those which furnish a large number of scholars for the school, and make as many minute inquiries of them, as he can, respecting all the interior arrangements to which they have been accustomed; what reading books and other text books have been used,—what are the principal classes in all the several departments of instruction,—and what is the system of discipline, and of rewards and punishments to which the school has been accustomed.

If in such conversations the teacher should find a few

intelligent and communicative scholars, he might learn a great deal about the past habits and condition of the school, which would be of great service to him. Not, by any means, that he will adopt and continue these methods as a matter of course,—but only that a knowledge of them will render him very important aid in marking out his own course. The more minute and full the information of this sort is which he thus obtains, the better. If practicable, it would be well to make out a catalogue of all the principle classes, with the names of those individuals belonging to them, who will probably attend the new school, and the order in which they were usually called upon to read or recite. The conversation which would be necessary to accomplish this, would of itself be of great service. It would bring the teacher into an acquaintance with several important families and groups of children, under the most favorable circumstances. The parents would see and be pleased with the kind of interest they would see the teacher taking in his new duties. The children would be pleased to be able to render their new instructor some service, and would go to the school room on the next morning with a feeling of acquaintance with him, and a predisposition to be pleased. And if by chance any family should be thus called upon, that had heretofore been captious or complaining, or disposed to be jealous of the higher importance or influence of other families,—that spirit would be entirely softened and subdued by such an interview with their new instructor at their own fireside, on the evening preceding the commencement of his labors. The great object, however, which the teacher would have in view, in such inquiries, should be the value of the information itself. As to the use which he will make of it, we shall speak hereafter.

3. It is desirable that the young teacher should meet his scholars first in an unofficial capacity. For this purpose repair to the school room, on the first day, at an early hour, so as to see and become acquainted with the scholars as they come in, one by one. The intercourse between teacher and pupil should be like that between parents and children, where the utmost freedom is united with the most perfect respect. The father who is most firm and decisive in his family govern-

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ment, can mingle most freely in the conversation and sports of his children without any derogation of his authority, or diminution of the respect they owe. Young teachers, however, are prone to forget this, and to imagine that they must assume an appearance of stern authority, always, when in the presence of their scholars, if they wish to be respected or obeyed. This they call keeping up their dignity. Accordingly they wait, on the morning of their induction into office, until their new subjects are all assembled, and then walk in with an air of the highest dignity, and with the step of a king. And sometimes a formidable instrument of discipline is carried in the hand to heighten the impression. Now there is no question, that it is of great importance that scholars should have a high idea of the teacher's firmness and inflexible decision in maintaining his authority and repressing all disorder of every kind. But this impression should be created by their seeing how he acts, in the various emergencies which will spontaneously occur, and not by assumed airs of importance or dignity, feigned for effect. In other words, their respect for him should be based on *real traits* of character, as they see them brought into natural action, and not on appearances assumed for the occasion.

It seems to me, therefore, that it is best for the teacher first to meet his scholars with the air and tone of free familiar intercourse, and he will find his opportunity more favorable for doing this, if he goes early, on the first morning of his labors, and converses freely with those whom he finds there, and with others as they come in. He may take an interest in all the little arrangements connected with the opening of the school. The building of the fire, the paths through the snow, the arrangements of seats, calling upon them for information or aid, asking their names, and, in a word, entering fully and freely into conversation with them, just as a parent, under similar circumstances, would do with his children. All the children thus addressed will be pleased with the gentleness and affability of the teacher. Even a rough and ill-natured boy, who has perhaps come to the school with the express determination of attempting to make mischief, will be completely disarmed, by being asked pleasantly to help the teacher fix the fire, or alter the position of his desk. Thus, by means of the half hour during which the scholars are coming together, and of the visits made in the preceding evening, as described under the last head, the teacher will find, when he calls upon the children to take their seats, that he has made a very large number of them his personal friends. Many of these will have communicated their first impressions to the others, so that he will find himself possessed, at the outset, of that which is of vital consequence in the opening of any administration,—a strong party in his favor.

4. The time for calling the school to order, and commencing exercises of some sort, will at length arrive, though if the work of making personal acquaintances is going on pleasantly, it may perhaps be delayed a little beyond the usual hour. When, however, the time arrives, we would strongly recommend that the first service by which the regular duties of the school are commenced should be an act of religious worship. There are many reasons why the exercises of the school should every day be thus commenced, and there are special reasons for it on the first day.—*Abbott's Teacher.*

[To be continued.]

MUTUAL DUTIES OF PARENTS & TEACHERS.

Between parties, who are so often brought into collision, it is highly desirable there should exist some well defined mutual understanding. In many public schools the usefulness of one teacher after another is effectually destroyed; the youth not only suffering from the interruption of their studies, but also from the angry looks and harsh words witnessed at home, the parents meantime working themselves up into the exercise of bad feeling, where, perhaps, nothing is designed but good. They are often parents, who feel sufficiently the importance of education, whose impulses are sufficiently powerful, if only moved in the right direction, to carry them into the performance of every good word and work. They make, it may be, liberal appropriations for the support of their schools,—but after all, the atmosphere is unhealthy. One sun after another rises upon them, only to raise the vapor and the mildew,—and shorn of their beams and robbed of their warmth, they go down in clouds and tempests, while the district over which they have passed is left in still greater darkness, and the chill and gloom of a winter's midnight yet hang over them, perhaps only to be again made more visible by the rising of another luckless luminary.

But why is this? Why all this waste of strength, of money, and of talent? Why so often must the teacher on the one hand, and the parent on the other, row in opposite directions? Let us for a few moments inquire into the causes of the difficulty, and then we may hope the better to adapt a prevention or devise a remedy.

What, then, are some of the causes of misunderstanding between parents and teachers?

1. *Parents do not sufficiently feel the importance of schools.*—After all that has been said in our halls of legislation, in our political assemblies, in our public journals, and in our pulpits, upon the importance to a free and independent people, of a good education, there are many, very many, who have no adequate notion of its

value. This lack of appreciation will show itself in many ways, to make the duties of the teacher more arduous. One man keeps his son from the school on the slightest occasion; another, by the same spirit, refuses to furnish the various facilities, which the teacher may deem necessary for the prosecution of study. Now while such is the state of feeling in the parent's mind, the business of instructing his child, who will most assuredly partake of his father's spirit, will be more arduous than the making of bricks and furnishing the straw under the task-masters of the Egyptian monarch.

2. *A suspicious spirit on the part of parents,* is another cause of misunderstanding. So universally does this operate on the minds of parents—induced, perhaps, by some failure or deception in a former teacher—that, for some weeks, in many districts, they seem to stand on the *opposite side*, to watch for the appearance of some *fault*. It would seem to be their motto,—“We will believe no good till we see it.” The children, always ready imitators and quick of discernment, catch the same spirit, and watch for some imperfection, which they feel encouraged to report at home as soon as they see it, or think they see it. Faults, then, and not excellencies make the first impression both at school and at home; and that teacher under such circumstances, must be a wonderful man and wonderfully fortunate, if he can ever attain a good degree of their confidence,—which, if gained, must be gained after long trial, patient effort, yet so as by fire.

3. *A want of personal acquaintance between the parties.*—Teachers in many of our schools spend months, and in some instances years with youth, whose parents they have never known. The parents during this time have probably formed their opinion of the teacher, perhaps have expressed it freely either for or against him, and yet, have never spoken a word with him, and very likely may not even know him by sight. They can understand but little of his character, of his temper, or of his interest in his school. All they can know of him is derived through their children—a knowledge which, to say the most for it, *may be right or may be wrong*.

Let us not, however, be understood to place all the causes of these evils at the door of the parents. We say it with sorrow—teachers have too often rendered themselves *unworthy* of the confidence and co-operation of parents. It must be admitted, however, humbling the fact, that the office of the teacher has not unfrequently been filled with the personification of indolence, selfishness, and imbecility. Men have sometimes entered upon the business of teaching from no higher motive than their incapacity to gain a livelihood in any other way. Through the supineness of school committees, and the misdirected sympathy of some of their influential friends there have been not a few men, who have gained their situations by the *paper qualifications* which they carried in their pocket-books, and who, so far as usefulness in their schools was concerned, might as well have been themselves *paper men*.

The regular teacher too, may have his faults. He may have but little in his character which is attractive or conciliatory. He may be too self-sufficient, too pendent, or too haughty. He may announce his plans without any apparent wish to explain them, should be reasonably requested so to do. He may be an off-sided man. If the people among whom he resides put the wheel in motion and excite the electric fluid, he may refuse to hold the conductor, and so no spark would be kindled. Should they bow in the street, he may “set his face like flint,” and “let his course be right onward,” and thus chill all their good feelings in the very bud, and seal up by a relentless frost all the fountains of mutual sociality.

Where the foregoing causes exist they must always produce an unhappy state of things; and the teacher who attempts to go forward while they operate, will most certainly “rue the day” when he first set his face upon school-keeping.

It is desirable all should understand the means of avoiding these evils, if they do not exist, or of removing them where they have gained a place.

In education, as in all other things, *prevention* is more valuable than *cure*. The teacher will, therefore, spare himself many pangs, and secure the foundation of much usefulness, if he can so conduct matters, as to prevent the existence of any cause of difficulty between himself and the parents of his pupils. This business of prevention lies partly with the teacher, and partly with the parents themselves.—*D. P. Page.*

[To be continued.]

INFLUENCE OF EDUCATION.

CONCLUDED.

What are the characters of the English workmen, as inhabitants, and how are they received by the inhabitants of Zurich? The uneducated English workmen were so disagreeable, as lodgers, having such disorderly and bad habits, spoiling the room, emptying vessels out of the windows, offending the people in the streets, and contravening the police regulations and rendering their interference necessary for the preservation of the peace, that they find it difficult to get lodgings, and are obliged to pay more for them. Such extra charges they call impositions. I am sorry to say, that some of the best descriptions of English workmen (one of the most superior of the English workmen, to whom we gave 5*l.* a week wages, had so lowly bred and educated a family

—he came from Oldham, where they are notorious for the want of education—that this salary scarcely sufficed for his expenses) do not take so high a standing as foreign workmen, who only receive 50*l.* a year. He had the greatest difficulty to procure for himself and his family lodgings; and we have had constant complaints respecting the family from the landlords, such as we have never had respecting any foreigners. I am far from saying, that we have no disorderly or debauched foreign workmen; but these always belong to a lower educated, a lower skilled, and a lower paid class. When foreign workmen rise in pecuniary condition, to an equality with the English workmen, they always rise in respectability of condition and behavior. A Saxon or Swiss foreman or overseer, with 120*l.* a year, will be, with his family, respectably dressed, live in a respectable house, and his table will be provided with good, though simple food. His children will be well educated, he will himself frequent museums or casinos, and other respectable and comparatively intellectual places of resort, and lay by, perhaps 20*l.* a year; whereas an English overseer, of the lower description, will live in a less respectable manner, in every way. He will live in a worse house, and that house will be dirtier; he will frequent common wine-houses, and will be consequently, in a much lower scale of society, and expend, at least, 150*l.* a year; and, when work fails, he will be in a state of destitution.

From the accounts which pass through my hands, I invariably find that the best educated of our work people, manage to live in the most respectable manner at the least expense, or make their money go the furthest in obtaining comforts. This applies equally to the work-people of all nations that have come under my observation; the Saxons and the Dutch, and the Swiss being, however, decided the most saving, without stinting themselves in their comforts or failing in general respectability. With regard to the English, I may say, that the educated workmen are the only ones who save money out of their very large wages. By education, I may say, that I, throughout, mean not merely instruction in the art of reading, writing and arithmetic, but better general mental development; the acquisition of better tastes of mental amusements and enjoyments, which are cheaper, whilst they are more refined. The most educated of our British workmen is a Scotch engineer, a single man, who has a salary of 3*l.* a week, or 150*l.* a year, of which he spends about the half; he lives in very respectable lodgings, he is always well-dressed, he frequents reading rooms, he subscribes to a circulating library, purchases mathematical instruments, studies German, and has every rational enjoyment. We have an English workman, a single man, of the same standing, and who has the same wages, also a very orderly and sober person; but as his education does not open to him the resources of mental enjoyment, he spends his evenings and Sundays in wine-houses, because he cannot find other sources of amusement which pre-suppose a better education, and he spends his whole pay, or one half more than the other. The extra expenditure of the workmen of lower education of 75*l.* a year, arises entirely, as far as I can judge, from inferior arrangement, and the comparatively higher cost of the more sensual enjoyment in the wine house.

The wine-houses which he frequents may be equivalent to the better public-houses in England.

Do you ever detect any pilfering among your work people?

Comparatively unfrequent and, when we do, it is invariably amongst the class which is the lowest in education.

Do you change your English workmen more frequently than any other class?

Yes; the uneducated ones: those who have no education invariably get into bad habits in a very short time, and we are, in consequence, compelled to change them very frequently, which is not at all our general practice.

ALWAYS TEACH SOMETHING, AND BUT ONE THING AT A TIME.

“Children who have the habit of listening to words without understanding them, yawn and writhe with manifest symptoms of disgust, whenever they are compelled to hear sounds which convey no ideas to their minds. All supernumerary words should be avoided in cultivating the power of attention.

“A few years ago, a gentleman brought two Esquimaux to London. He wished to amuse, and at the same time to astonish them, with the magnificence of the metropolis. For this purpose, after having equipped them like English gentlemen, he took them out one morning, to walk through the streets of London. They walked several hours in silence; they expressed neither pleasure nor admiration at any thing they saw. When their walk was ended, they appeared uncommonly melancholy and stupefied. As soon as they got home, they sat down, with their elbows upon their knees, and hid their faces between their hands. The only words they could be brought to utter were: ‘Too much smoke—too much noise—too much houses—too much men—too much every thing.’

“Some people who attend public lectures on natural philosophy, with the expectation of being much amused and instructed, go home with feelings similar to those of the poor Esquimaux: they feel that they have had too much of every thing. The lecturer has not had time to explain his terms, nor to repeat them till they are distinct in the memory of his audience. With chil-

dren, every mode of instruction must be hurtful, which fatigues attention: therefore a skilful instructor will, as much as possible, avoid the manner of teaching, to which the public lecturer is in some degree compelled by his situation."—*Maria Edgeworth*.

A DESCRIPTION OF THE ATTITUDES OF STANDING, SITTING, AND LEANING; TOGETHER WITH REMARKS ON THE POSTURE OF SCHOOL CHILDREN.

In standing, if the spine is bent backward, so as to throw the line of the centre of gravity behind the base, the position soon becomes painful; since the muscles of the back must be in a continued state of unnatural tension, in order to maintain this position, and also because the muscles of the lower limbs are unduly straightened, for the purpose of preventing the body from declining backward, and thus losing its balance. This uncomfortable position is represented by Fig. 128.

The most natural posture in standing, is that which

Fig. 128.



can be supported longest with the least fatigue, the muscles of the back being kept in only just sufficient action to maintain the spine erect; the chest and arms, at the same time, being thrown forward, so as to bring the centre of gravity somewhat forward, rather than behind the base, as shown by Fig. 129. In this posture, all the muscles will be found to be in as complete a state of relaxation, as is consistent with the erect position of the body.

If the pupil will imitate a few times the different postures here represented, she will soon find by experience, that one can be maintained much longer than the other.

Sitting posture described.—It might perhaps be considered unnecessary to give any instructions on the most comfortable manner of sitting, it being a natural supposition that every one would consult their own experience in this respect. And yet, it may be the case, that a few observations and experiments on this subject, will be the means of diminishing the pain of those who are for any considerable time confined to this position, and thus avoid some of the evils which might otherwise arise from it.

The sitting posture, it will be found, soon becomes painful, and is maintained with difficulty, when the inferior portion of the spinal column is bent inward, and the arms are thrown back, with an erect position of the neck and head. Even when the spine is supported by a back, as in a chair, this posture becomes uneasy, because the dorsal muscles, and those of respiration also, are kept in an unnecessary state of action. This position will be understood by Fig. 131.

Fig. 131.

Fig. 132.



The most comfortable posture in sitting, is that which at once relaxes the muscles of the back and those of respiration, the inferior portion of the spine being gently curved, but not made crooked; while the upper part is nearly straight, with the neck a little inclined, so as to relax the muscles supporting the head.

A little experience, with these suggestions in view, will teach the pupil, it is hoped, to preserve a healthful and becoming position at school, without assuming the leaning posture, the consequences of which are so pernicious.

LEANING POSTURE.

One posture which school-girls are exceedingly apt to take, is that of leaning forward, and placing the elbow on the desk for support; and this they often do, even when their seats are provided with backs. This posture, if continued so as to form a habit, will often show its effects on all occasions, the young lady having such a disposition to lean, as to indulge it when any support happens to be near where she sits, let the place or company be what it may. Such a one will lean, with the hand supporting the head, when at home, on a table, or window-stool, or any other convenient lolling-place, for hours together.

Where the spine is weak, in a growing girl, and there is predisposition to curvature, there is no posture that she can take, which is so unfortunate, and will produce such a complication of deformities as this; for if it is continued in one direction, which is commonly the case, the consequences will be a curvature of the lower part of the spine, together with one high, and one low hip; one high and one low shoulder; and a crooked neck.

The general deformity thus induced, is however often most apparent in the shoulder-blades, one of which is sometimes thrown so far out of place as to give it the appearance of absolute dislocation, and which indeed, is the case, when compared with its mate.

The other deformities which we have mentioned as arising from the same cause, may in some degree be concealed or qualified by means of stays, extra padding, *cousinets*, and other efforts of the milliner's skill, with which we profess no acquaintance. But the dislocated shoulder-blades, especially when they are uncovered, seem to defy all the arts of the most profound dressmaker, for neither stays, nor buckram, nor foundation-muslin, nor padding, can hide, but seem rather to magnify this deformity; at least humanity would hope so, when the eye beholds how great it still remains, under the apparent use of all these remedies.

Far be it from us to speak with unkindness or levity on a subject which but too often calls for commiseration and gravity. But when we see those who might, peradventure, have passed as specimens of symmetrical form among the fairest, and most charming of the Creator's works, unveiling deformities (no matter what might have been their origin,) merely for the sake of rivalry in the extent of the fashion, we cannot but lament in such, the want of common discretion, common prudence, or common modesty—for did these unfortunate but know how such revelations sometimes affect the minds, and perhaps even the hearts of those whose kindness and good esteem they cannot but value, they certainly would have sacrificed less to fashion, and more to decency and discretion.

It is not pretended that curved spines, and deformed shoulders, are caused only by the leaning posture above described, or that every one who even habitually takes that posture will eventually become crooked. But in slender, delicately-formed females, from the age of twelve to fourteen, who are confined eight or ten hours per day in the school-room, with no other exercise than a walk along the street with their teachers, such a posture habitually indulged in, will most surely produce deformities to a greater or less extent. The Hindoo devotee who hold their arms above their heads as a penance, are often compelled to carry them so during the remainder of their lives, the parts conforming to this position.

A highly observant and accomplished teacher, who has spent more than twenty years in the instruction of females, informs the author that he has long been aware of the distorting consequences of this posture, and that he could remember numerous instances of crooked spines and dislocated shoulder-blades from this cause:—and that although these very pupils were nearly every day warned of the consequences of such a habit, yet, not seeing, or feeling any ill effects from it themselves, they would carelessly indulge in it, until the posture became so natural, as to set all the common means of prevention at naught, and thus distortion followed of course.

Now if the young lady will give no attention to the mandates or remonstrances of her instructor, or parent, there is little hope of preventing her indulgence in this, or any other pernicious habit, and such, therefore, must be left to the reward of their own doings. But in most instances, it cannot but be hoped and believed, that those who are aware of the sad consequences of this habit, both in respect to personal form and health, whether they become so by reading these observations, or otherwise, will take warning in due time, and thus escape that deformity which is now but too common among our best educated females.

To prevent distortions of the spine and shoulders in young females, it may be inferred from the physiological principles we have explained, and the facts we have stated, that it is necessary, first, to avoid tight lacing; second, to avoid improper positions at school, and certain modes of dress; third, that the seats in the school room should be provided with backs; fourth, that the time usually occupied in study at school, should be diminished; and fifth, that the students should be allowed to take abundance of exhilarating exercise, such as nature requires in the open air.

Every seat should be furnished with a back, not however with a narrow strip elevated so as to come across the shoulder-blades; but a continuous support from the bench to the height of about two feet, and not standing perpendicularly, but curved a little backwards. By such a back the spinal column is properly supported.

School rooms ought to be furnished with desks at which the pupils can write in the standing posture. These need not exceed one half or perhaps one third the number of pupils, and may be used in rotation.

Four or five hours per day, spent in close study and recitations, is perhaps as much time as can be employed to the mental and corporeal advantage of pupils from twelve to sixteen years of age. And young children ought not to be kept in their places more than an hour at a time, after which some little pleasant relaxation should be allowed, and in which the teachers should participate.

Every school house for young children should, if possible, have a play ground, furnished with implements for amusement, adapted to their ages. And seminaries for young ladies should be provided with a romping yard, with a high fence, and a shed on one side, for exercise in bad weather. This should be furnished with bows and arrows, and such other instruments of exciting amusement as may be found most agreeable to the ages of the pupils; and here they should be allowed to enjoy an hour, or half an hour, at proper intervals, several times during the day.

If these suggestions are carried into general practice, we cannot but believe that the number of deformed shoulders, crooked spines, pale faces, and consumptive diseases, would be greatly diminished.—*Comstock's Physiology*.



THE GROOM AND THE HORSE.

A Fable, to show the disadvantages of Deception.

A groom, whose business it was to take care of a certain horse, let the animal go loose into the field. After a while, he wanted to catch him, but the brute chose to run about at liberty, rather than be shut up in the stable; so he pranced round the field and kept out of the groom's way. The groom now went to the granary, and got the measure with which he was wont to bring the horse his oats. When the horse saw the measure, he thought to be sure that the groom had some oats for him; and so he went up to him, and was instantly caught and taken to the stable.

Another day, the horse was in the field, and refused to be caught. So the groom again got the measure, and held it out, inviting the horse, as before, to come up to him. But the animal shook his head, saying, "Nay, master groom; you told me a lie the other day, and I am not so silly as to be cheated a second time by you."

"But," said the groom, "I did not tell you a lie; I only held out the measure, and you fancied that it was full of oats. I did not tell you there were oats in it."

"Your excuse is worse than the cheat itself," said the horse. "You held out the measure, and thereby did as much as to say, 'I have got some oats for you.'

Actions speak as well as words. Every deceiver, whether by words or deeds, is a liar; and nobody, that has been once deceived by him, will fail to shun and despise him ever after.—*Merry's Museum*.

A HIGHER EDUCATION NEEDED BY EVERY HUMAN BEING.—The common notion has been, that the mass of the people need no other culture than is necessary to fit them for their various trades; and though this error is passing away, it is far from being exploded. But the ground of a man's culture lies in his nature, not in his calling. His powers are to be unfolded on account of their inherent dignity. He is to be educated because he is a man, not because he is to make shoes, nails, or pins. A trade is plainly not the great end of his being, for his mind cannot be shut up in it. * * * A mind, in which are sown the seeds of wisdom, disinterestedness, firmness of purpose, and piety, is worth more than all the outward material interests of a world. It exists for itself, for its own perfection, and must not be enslaved to its own or other's animal wants.

To CORRESPONDENTS.—The interesting communications excluded from this number, by the important "Instructions" of the late Superintendent, shall appear hereafter.—ED.

DAYTON & SAXTON, Agents, New-York.

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